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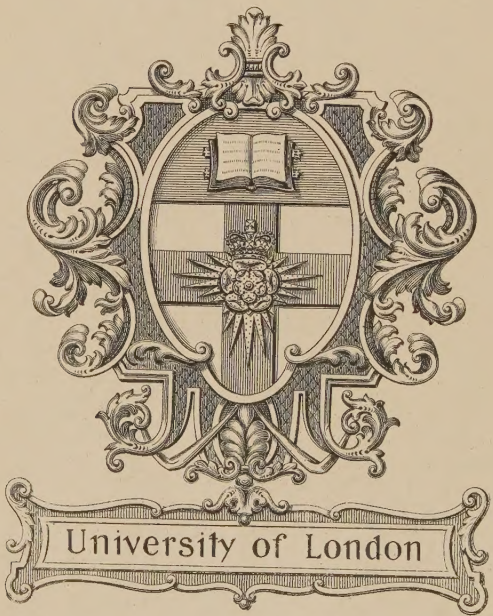
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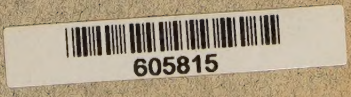
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2 Volumes
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Reports and Abstract

41

Queen's Colleges & University,
Ireland.

Meteorologic Office.
Statistical Abstract.

Session 4 Feb — 29 July 1864

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THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, BELFAST,

FOR THE

SESSION ENDING JUNE 11, 1864.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
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1864.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, BELFAST,

FOR

THE SESSION ENDING JUNE 11, 1864.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

The last Report of this College, which I had the honour of submitting to your Majesty, embraced its condition for the Collegiate Session 1862-63. That which I have now the honour of presenting includes the succeeding period, up till the close of the Session which has now terminated. In performing this annual duty, it affords me much satisfaction to state that the condition and progress of the College are highly encouraging. Taking into account the number of students on the rolls, their general attention to their varied and important studies, their remarkable successes in the numerous examinations through which they have passed for high honours and promotion, either in public competition or within these walls, I am justified in expressing great pleasure respecting results so favourable to the cause of united education, and so beneficial to the country at large. This College, by its position and prospects, is realizing the expectation of its founders, and extending the blessings of sound knowledge and enlightenment.

The first table I present records a steady annual increase of students in attendance, from the Session 1852-53, the number then having been 154, till March, 1863, when it had risen to 388. Notwithstanding the bad harvests of the three years previous to this—affecting collegiate attendance injuriously, as such failures always do—the numbers in the various departments during the Session now closed amounted to 386. In the year 1853 the matriculated students were only as two to one against the non-matriculated, whilst during the past Session the relative numbers were 341 matriculated and 45 non-matriculated.

I regard this feature of the advancement of the College, on the side of matriculation, as being highly gratifying in itself, and most conclusive regarding the beneficial influence and action of the Queen's University, which aggregates this and its sister Colleges of Cork and Galway.

At the period of the foundation of the Queen's Colleges, an idea existed that these institutions were merely intended to be centres for general popular lectureships, or feeders for the various Colleges and Universities of the empire. It is now clearly established that the right of graduation, secured to the students of the Queen's

Colleges, together with independent privileges similar to those enjoyed by the other Universities of the empire, has immensely stimulated education in Ireland, and has produced a class of men of high professional distinction, able to compete successfully in intellectual conflicts for the public service.

Tracing the history of the students of the Queen's Colleges, it appears that almost all who have distinguished themselves in public life had previously earned high rewards within the halls of the Queen's University.

The annexed Tables contain a statement of the numbers annually attending College, from the year 1852 up till the present date; and also of those who entered College last November, for the first time :—

RETURN of the Total Number of Students attending Queen's College, Belfast, since the year 1852.

Session.	Matriculated.	Non-Matriculated.	Total.	Session.	Matriculated.	Non-Matriculated.	Total.
1852–53,	101	53	154	1858–59,	160	63	223
1853–54,	114	54	168	1859–60,	199	58	257
1854–55,	118	65	183	1860–61,	239	73	312
1855–56,	119	74	193	1861–62,	299	77	376
1856–57,	136	58	194	1862–63,	335	53	388
1857–58,	153	54	207	1863–64,	341	45	386

NUMBER of new Students, or Freshmen, Matriculated and Non-Matriculated, who entered Queen's College, Belfast, for the first time, in the Session 1863–64.

Matriculated, . . .	108
Non-Matriculated, . .	17
Total, . . .	125

It affords me the highest satisfaction to record the prosperous condition of the Medical School; whilst I have to express my gratitude to your Majesty's Government for the additional provision which has obtained their sanction for a still further extension of the building devoted to that department. It is impossible to over-rate the importance of a thoroughly equipped Medical School, with all its necessary appliances; and I cannot avoid expressing my thankfulness to the Professors who preside over the anatomical and medical departments, for the wisdom, zeal, and ability they have manifested in overcoming some difficulties which had arisen, and in placing a school, on the proper conduct of which the issues of death and life so essentially depend, in a most efficient position.

RETURN of the Number of Medical Students in attendance in each Session.

Session.	Matriculated.	Non-Matriculated.	Total.	Session.	Matriculated.	Non-Matriculated.	Total.
1849–50,	28	27	55	1857–58,	35	32	67
1850–51,	20	35	55	1858–59,	45	34	79
1851–52,	25	39	64	1859–60,	56	39	95
1852–53,	29	33	62	1860–61,	70	46	116
1853–54,	29	37	66	1861–62,	81	48	129
1854–55,	39	36	75	1862–63,	89	33	122
1855–56,	33	48	81	1863–64,	110	33	143
1856–57,	36	25	61				

It thus appears that the numbers in attendance in the Medical Department have risen from 55 in the year 1850, to 143 in the present year.

The subjoined denominational Table presents nearly the same features of religious diversity as have annually existed, in proportion to the numbers in attendance, at Belfast College.

DENOMINATIONAL RETURN.

	SESSIONS.				
	1859–60.	1860–61.	1861–62.	1862–63.	1863–64.
Established Church, . .	43	57	59	61	62
General Assembly, . .	160	189	221	237	225
Non-Subscribing Presbyterians, .	15	14	29	13	17
Roman Catholics, . .	16	22	17	24	26
Wesleyan Methodists, . .	8	7	13	11	10
Covenanters, . . .	8	9	12	22	20
Seceders, . . .	1	4	4	3	–
Independents, . . .	2	–	4	3	3
Baptists, . . .	–	–	1	1	2
Various, ...	4	9	14	10	16
Religious Denomination withheld,	–	1	1	3	5
Total, . . .	257	312	375	388	386

During the past Session, a few cases of violation of discipline were brought under my notice and that of the Council. In some instances, only, was it necessary to inflict a small fine. Generally speaking, I have never observed amongst the students a more earnest desire to acquire knowledge, or to obey the laws of the College.

The establishment of competitive examinations in the different departments of the public service has produced a powerful influence in stimulating to industry and perseverance; and the intelligence which, from time to time, reaches the College regarding the successes of former students is at once a proof of the excellent instruction which they have received within its walls, and an encouragement to those who are purposing to follow in their footsteps.

It is almost unnecessary for me to repeat the testimony which it has been my privilege constantly to bear, in respect to the great ability and zeal manifested by the distinguished corps of Professors with whom it is my good-fortune to co-operate. Apart from their purely Professorial functions in their class-rooms, many of them have very onerous duties to discharge, in consequence of the multiplicity of public examinations required both by the Queen's University and the College. Nothing can be more gratifying than the spirit of unity and of energy which pervades the entire body; and to this must be attributed, in no small degree, the honour which former students, now engaged in the various departments of public life, confer upon the College and upon those who have so soundly instructed them.

Under the sanction of your Majesty, new charters were issued for the Queen's Colleges during the last year, and these have been in operation since they obtained the Royal seal.

It is my pleasing duty to state, that the changes introduced into

the new code of laws operate most beneficially, both in respect to the government of the College, and the general interests of education.

I am still sorry to report, that there exists a pressing necessity for some alteration in the law regarding the duties of the Deans of Residences; and I cannot avoid expressing my opinion that these duties will not be sufficiently discharged till some provision shall be made, by Parliament or otherwise, for affording to those functionaries, who have undertaken them, some reasonable compensation for their important labours.

The decision of your Majesty's Government to augment the salaries of most of the Professors was an act of justice and expediency; and it is to be hoped that those whose incomes have not been increased, or have been augmented only to a small extent, may, ere long, find themselves placed in a better position. No doubt, the withdrawal of £600 a-year from the Parliamentary grant of £1,600, which has been voted for some time past for the extension of the library and the various museums, in order, by this subtraction, to augment the Professorial salaries, will interfere, to some extent, with the purchase of books and objects of illustration; but I trust that in a short time your Majesty's Government may think it right to raise the £1,000 a-year, still granted for these purposes, to the original sum.

I cannot but repeat here the language which I used in the year 1857, when returning thanks to the Government for extending to the College this grant of £1,600 a-year, in order to meet the requirements for the library and museums, and to abolish an oppressive fee charged yearly on matriculated students:—"On my own behalf, and on that of the College, I have to offer cordial thanks to the Government of the country, for extending to us the means of supporting and maintaining the libraries, museums, the philosophical and medical laboratories of this College. Without this, we should have been left destitute of every requisite instrumentality to cope with other Universities, or to meet the public demand on us to make proof of our efficiency. With this, the Professors have their supplies, the students their means of improvement, and the public its great reward; whilst for generations to come, the collections of special books and objects now judiciously selected will exist in the heart of this great province as permanent and valuable repositories of art, science, and literature."

During the last Session, the President and Council awarded the Sullivan and Wilson Scholarships in accordance with the schemes adopted for their allocation, keeping steadily in view the wishes of these generous benefactors. The arrangements that may be made from time to time, regarding these Scholarships, will be annually announced in the College Calendar, and by public advertisement. The establishment of the University Scholarships, sustained through the funds raised by Sir Robert Peel's noble and successful appeal to the country, in order to supplement the Exhibitions founded by the sum already placed on the Consolidated Fund for the purpose of endowing them, has produced a very marked and encouraging effect in increasing the number of graduates, as well as in stimulating competition. On looking back to former returns, I find

that in October, 1860, 87 degrees and certificates of various kinds were conferred in St. Patrick's Hall by the Vice-Chancellor; whilst in October, 1863, there were conferred, in all, according to the subjoined Table, 245.

DEGREES, DIPLOMAS, CERTIFICATES, &c., conferred by the Queen's University in 1863.

2	ad eundem degrees of	LL.D.	
26	ordinary degrees of	M.D.	
13	„ „	M.A.	
47	„ „	B.A.	
4	„ diplomas of	C.E.	
	In all, including the two ad eundem degrees, . .		92

Also,

73	candidates passed the first University examination in Arts.		
42	„ „ „ „	Medicine.	
20	„ „ „ „	Engineering.	
	In all, ...		135

Also,

18	candidates obtained middle-class certificates, . . .	18
	Total, ...	245

A large share of the honours and rewards, arising out of the examinations for these varied University distinctions, were borne away by the students of this College. It is, however, only just to say, in reference to many of the students of Cork and Galway, that by their successes they have made proof of their own intellectual power, whilst conferring high honour on the distinguished Professors of those two Colleges. I invite attention to the full Appendix, which I subjoin, affording, as it does, detailed statistics of all the principal educational matters connected with the management and proceedings of this College for the past year.

All of which is testified, on behalf of the College, by your Majesty's most dutiful servant,

P. SHULDHAM HENRY.

QUEEN'S COLLEGE, BELFAST,
20th June, 1864.

APPENDIX.

APPENDIX, No. 1.

Queen's College, Belfast, and Queen's University.

The College is a Corporation under the name and style of "Queen's College, Belfast." It was founded under the provisions of the Act 8 & 9 Victoria, cap. 66, intituled "An Act to enable Her Majesty to endow new Colleges for the Advancement of Learning in Ireland." Under the powers given by this Act, it was determined to found three Colleges. Belfast, Cork, and Galway, were selected as the sites of these Colleges, and on the 30th day of December, 1845, letters patent were issued, incorporating them. The Presidents and Vice-Presidents of the three Colleges were formed into a Board, called "The Board of Queen's Colleges," for the purpose of drawing up the statutes and arranging the system of education to be pursued in them.

On the 4th of August, 1849, the Professors were appointed, and the Colleges opened for the reception of students on the 30th October, in the same year.

Letters patent, constituting the statutes, were issued on the 11th of December, 1849, and a further charter was issued last year.

The Council of the College.

The President.
The Vice-President.
P. Redfern, M.D., Professor of Anatomy.
J. Purser, M.A., Professor of Mathematics.
G. L. Craik, LL.D., Professor of History and English Literature.
C. MacDouall, LL.D., Professor of Greek.
Rev. J. M'Cosh, LL.D., Professor of Logic and Metaphysics.
Rev. C. P. Reichel, D.D., Professor of Latin.

Professors.

The Greek Language,	Charles MacDouall, LL.D., M.R.A.S.
The Latin Language,	Rev. Charles Parsons Reichel, D.D.
History and English Literature,	George Lillie Craik, LL.D.
Modern Languages,	Wilhelm Frädersdorff, LL.D.
The Celtic Languages,	[Vacant.]
Mathematics,	John Purser, M.A.
Natural Philosophy,	John Stevelly, LL.D.
Chemistry,	Thomas Andrews, M.D., F.R.S., M.R.I.A.
Natural History, Mineralogy and Geology,	WyvilleThomson, LL.D., F.R.S.E., F.G.S., M.R.I.A.
Logic and Metaphysics,	Rev. James M'Cosh, LL.D.
Civil Engineering,	James Thomson, C.E., A.M.
Agriculture,	John F. Hodges, M.D., F.C.S.
Anatomy and Physiology,	Peter Redfern, M.D. Lond., F.R.C.S.
Practice of Medicine,	John Creery Ferguson, A.M., M.B.
Practice of Surgery,	Alexander Gordon, M.D.
Materia Medica,	James Seaton Reid, M.D.
Midwifery,	William Burden, M.D.
English Law,	Echlin Molyneux, A.M.
Jurisprudence and Political Economy,	T. E. Cliffe Leslie, LL.B.

Office Bearers.

Curator of Museum,	The Professor of Mineralogy and Geology.
Registrar,	Rev. Richard Oulton, A.B.
Librarian,	Rev. George Hill.
Bursar,	Alexander Dickey, Esq.

Appendix, No. 1.

Queen's College, Belfast, and Queen's University.

DEANS OF RESIDENCES.

United Church of England and Ireland, . . .	Rev. Henry Murphy, A.M.
General Assembly of the Presbyterian Church in Ireland,	Rev. Henry Cooke, D.D., LL.D.
Irish Association of Non-Subscribing Presbyterians, .	Rev. John Porter.
Wesleyan Methodists, . .	Rev. Daniel Macafee.

The students of the College are either Matriculated or Non-matriculated. All the courses for Matriculated students in Arts, including the Department of Civil Engineering, and also in the Faculties of Medicine and of Law, will be found in the Calendar, which is published annually.

Non-matriculated students, on paying the regulated class fees, and signing an engagement to observe order and discipline in the College, are permitted, without undergoing a preliminary examination, to attend any separate course or courses of Lectures; but are not permitted to become candidates for Scholarships or Prizes, or to enjoy other privileges of the Matriculated students.

Students in any of the Faculties can be admitted *ad eundem* from the other Queen's Colleges, or from any University capable of granting degrees.

COLLEGIATE SCHOLARSHIPS.

In the FACULTY OF ARTS—30 Junior Scholarships, of £24 each, are awarded to Undergraduates—15 for proficiency in Literature, and 15 for proficiency in Science; also, 8 Senior Scholarships, of £40 each, to Graduates, one being limited to students who have also completed the course for the degree of LL.B.; and 5 Scholarships, of £20 each, to Engineering Students.

In the FACULTY OF MEDICINE—8 Junior Scholarships, of £25 each, are awarded.

In the FACULTY OF LAW—3 Junior Scholarships, of £20 each, are awarded.

SCHOLARSHIPS AWARDED IN THE SEVERAL FACULTIES, 1862-63.

9 Senior Scholarships awarded.
29 Junior Scholarships in Arts awarded.
2 Engineering Scholarships.
2 Agricultural Scholarships.
6 Medical Scholarships.
4 Law Scholarships.

Lapsed—1 Scholarship in Arts.
„ 2 Agricultural Scholarships of Second Year.

1863-64.

7 Senior Scholarships awarded.
31 Junior Scholarships in Arts awarded.
5 Engineering Scholarships.
8 Medical Scholarships.
3 Law Scholarships.

By an order of Her Majesty in Council, of 21st May, 1855, applying to the Civil Service, it is ordained that "every person nominated to a junior situation should obtain a certificate of qualification before entering on his duties. The ordinary classes in Queen's College embrace the branches required in the Examinations for the Civil Service, and also in the Examination for students intending to become candidates for commissions in the Royal Artillery and Engineers, and for appointments to the Civil Service of India, both of which are now thrown open to public competition.

Queen's University in Ireland.

The charter founding the Queen's University in Ireland received the Royal sanction in the year 1850, and it provides that its Senate should have the power of conferring upon the students of the Queen's Colleges of Belfast, Cork, and Galway, such degrees and distinctions, in the Faculties of Arts, Law, and Physic, as are granted and conferred in other Colleges and Universities of Great Britain and Ireland. It further ordains that any of the students of the three Queen's Colleges, who shall have obtained such degrees in any of the several Faculties of Arts, Medicine, and Law, as shall be conferred by the Chancellor and Senate of the Queen's University, shall be fully possessed of all such rights, privileges, and immunities, as belong to similar degrees granted by other Universities or Colleges, and shall be entitled to whatever rank and precedence is derived from similar degrees granted by other Universities.

By the charter of the Queen's University, candidates for Degrees in Medicine are required to have attended *at least one-third of the courses of Medical Lectures* in some one of the Queen's Colleges. For the remainder of the courses of Medical Lectures, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

The Chancellor and Senate also have the power of admitting, by special grace, Graduates of other Universities to similar and equal degrees.

In order to obtain a degree or diploma in the Queen's University it is necessary to enter the College as a Matriculated Student, to pass the entrance or Matriculation Examination, and to pursue a fixed course of study.

The Matriculated Students may be classified as follow:—

I.	Those intending to proceed to the		Degrees of A.B. and A.M.
II.	,,	,,	Degree of M.D.
III.	,,	,,	Diploma of Elementary Law.
IV.	,,	,,	Degrees of LL.B. and LL.D.
V.	,,	,,	Diploma of Civil Engineering.
VI.	,,	,,	Diploma of Agriculture.

The Senate.

Chancellor.—The Right Honorable George William Frederick Earl of Clarendon, K.G., G.C.B., &c.

Vice-Chancellor.—The Right Hon. Maziere Brady, Lord Chancellor of Ireland, M.R.I.A., &c.

The Right Honorable William Earl of Rosse, K.ST.P., M.R.I.A., &c.

The Right Honorable Thomas Spring, Baron Monteagle of Brandon, M.A., F.R.S., Member of Senate of University of London, Comptroller of the Exchequer.

The Right Honorable Francis Blackburne, Lord Justice in Appeal, LL.D., V.C.T.C.D., M.R.I.A.

The Right Honorable David R. Pigot, Lord Chief Baron of the Exchequer, M.R.I.A., &c.

The Rev. P. Shuldham Henry, D.D., President Queen's College, Belfast.

Sir Robert Kane, F.R.S., M.R.I.A., &c., President Queen's College, Cork.

Edward Berwick, Esq., President Queen's College, Galway.

Sir Richard Griffith, Bart., LL.D., M.R.I.A., Commissioner of Public Works.

Dominic J. Corrigan, M.D., M.R.I.A., Physician in Ordinary to the Queen in Ireland.

Major-General Sir Thomas Aiskew Larcom, R.E., K.C.B., LL.D., F.R.S., M.R.I.A., &c.

James Gibson, A.M., M.R.I.A., Barrister-at-Law.

Robert Andrews, Q.C., LL.D.

The Right Honorable James Henry Monahan, Lord Chief Justice of the Common Pleas.

Robert Adams, A.M., M.D.

The Right Honorable Sir Robert Peel, Bart., M.P.

Secretary.—G Johnstone Stoney, M.A.—Office, Dublin Castle.

The Senate holds its sitting in Dublin Castle, where the examinations of the students of the three Colleges, for Graduation and University Exhibitions, are annually conducted by Examiners appointed by the Senate from year to year.

Appendix, No. 2.

APPENDIX, No. 2.

Return of Students attending each Class.

RETURN of the NUMBER of STUDENTS attending each CLASS in the Queen's College, Belfast, in each Year.

CLASS.	SESSION.						
	1849-50	'50-51.	'51-52.	'52-53.	'53-54.	'54-55.	'55-56.
Greek—1st year,	71	47	28	16	21	26	29
,, 2nd ,,	–	27	18	7	11	12	14
,, Higher,	–	–	–	–	–	–	–
Latin—1st year,	63	45	27	19	21	24	27
,, 2nd ,,	–	27	17	6	11	11	13
,, Higher,	–	–	–	–	–	–	–
The English Language,	52	46	28	20	24	28	31
History and English Literature, Senior ,, ,,	–	–	25	15	20	16	20
Modern Languages (French, German, Italian),	62	36	41	27	34	37	29
Senior ,,	–	20	28	16	15	15	19
The Celtic Languages,	*The Lectures in each Session open to the Public.*						
Mathematics—1st year,	86	58	40	25	29	33	30
,, 2nd ,,	–	12	11	11	13	11	15
,, Higher,	–	–	–	–	–	–	–
Nat. Philosophy—Higher Class,	–	–	–	–	–	6	6
,, Mathematical Physics, &c.	32	32	46	24	29	23	24
,, Experimental Physics,	48	59	57	29	40	34	36
,, Practical Mechanics,	7	3	6	3	4	3	3
Chemistry,	37	53	63	44	51	60	50
Practical Chemistry,	6	7	14	10	15	14	12
Laboratory,	–	6	8	8	9	9	10
Zoology,	12	34	35	29	31	43	31
Botany,	12	49	46	35	37	46	36
Physical Geography,	–	–	29	17	21	19	20
Logic,	3	–	27	17	21	26	20
Metaphysics,	–	–	18	15	16	11	17
Higher Logic and Metaphysics,	–	–	6	7	7	8	6
Mineralogy and Geology,	*Public.*	6	14	13	15	13	9
Surveying,	10	9	9	6	6	9	4
Civil Engineering,	–	4	6	3	4	3	4
Theory of Agriculture,	11	8	7	2	6	5	5
Practice of Agriculture,	–	5	3	2	5	5	1
Diseases of Farm Animals,	–	5	3	2	5	5	1
Medical Jurisprudence,	2	8	14	10	13	8	10
Anatomy,	25	36	48	45	44	51	44
Practical Anatomy,	27	32	35	49	41	46	53
Practice of Medicine,	9	17	17	12	15	18	33
Practice of Surgery,	24	15	26	29	28	30	48
Materia Medica,	11	14	16	17	17	23	25
Midwifery,	14	10	12	16	17	18	24
Law of Property, Equity of Bankruptcy, Common and Criminal Law, Evidence and Pleading,	17	16	17	15	11	5	10
Jurisprudence and Political Economy, Arts,	–	–	12	2	9	6	8
Civil Law, Constitutional, Colonial, and International Law, Jurisprudence,	11	11	13	8	10	5	9
Arabic,	–	–	–	–	–	–	–
Hindustani,	–	–	–	–	–	–	–
Sanskrit,	–	–	–	–	–	–	–

Appendix, No. 2—*continued.*

Return of the Number of Students attending each Class in the Queen's College, Belfast, in each Year—*continued.*

Class.	Session.							
	'56–57.	'57–58.	'58–59.	'59–60.	'60–61.	'61–62.	'62–63.	'63–64.
Greek—1st year,	24	31	36	45	69	81	83	66
,, 2nd ,,	12	13	17	23	25	49	63	44
,, Higher,	–	–	5	4	4	7	7	9
Latin—1st year,	19	33	34	46	69	84	83	65
,, 2nd ,,	10	11	18	22	23	49	60	40
,, Higher,	–	–	2	3	2	6	6	8
The English Language,	24	36	41	49	72	85	85	70
History, English Literature,	19	20	24	24	28	5 / 30	8 / 41	6 / 52
Modern Languages (French, German, Italian),	40	40	50	76	140	–	110	99
Senior ,,	12	16	13	17	10	54	–	26
The Celtic Languages,	*The Lectures in each Session open to the Public.*						–	–
Mathematics—1st year,	35	39	45	61	83	93	102	85
,, 2nd ,,	17	16	14	13	13	13	15	20
,, Higher,	–	–	4	6	3	–	5	6
Nat. Philosophy—Higher Class,	8	7	4	9	–	–	–	–
,, Mathematical Physics, &c.	19	26	25	24	64	67	72	69
,, Experimental Physics,	37	41	28	42	87	86	94	95
,, Practical Mechanics,	2	7	3	4	4	–	2	5
Chemistry,	70	60	74	81	64*	89	89	81
Practical Chemistry,	10	11	14	21	21	20	24	28
Laboratory,	15	10	11	10	12	15	15	8
Zoology,	43	34	63	56	37*	57	66	90
Botany,	44	34	62	55	40*	56	62	90
Physical Geography,	21	28	23	28	30	7†	7	–
Logic,	27	22	29	29	35	65	66	57
Metaphysics,	20	15	19	15	24	22	34	40
Higher Logic,	7	9	8	–	–	10	12	25
Mineralogy and Geology,	20	13	11	16	7‡	11	10	12
Engineering, 1st year,	15	7	7	12	9	10	11	15
Engineering, 2nd year,	2	7	3	4	4	6	11	8
Engineering, 3rd year,	–	–	–	–	–	–	3	7
Theory of Agriculture,	4	7	7	7	6	6	6	–
Practice of Agriculture,	1	3	1	4	3	1	–	–
Diseases of Farm Animals,	1	4	2	3	2	1	–	–
Medical Jurisprudence,	15	16	13	17	14	18	16	25
Anatomy,	39	39	59	60	86	83	83	87
Practical Anatomy,	33	41	44	62	80	85	91	97
Practice of Medicine,	27	19	22	29	25	42	27	36
Practice of Surgery,	32	30	29	39	51	53	53	46
Materia Medica,	11	18	22	27	33	38	37	29
Midwifery,	13	7	17	14	26	36	22	34
Law of Property, Equity of Bankruptcy, Common and Criminal Law, Evidence and Pleading,	14	12	13	16	16	14	12	12
Jurisprudence and Political Economy, Arts,	2	18	9	7	10	8	18	17
Civil Law, Constitutional, Colonial, and International Law, Jurisprudence,	10	10	11	17	10	12	11	10
Arabic,	–	–	–	1	–	–	–	–
Hindustani,	–	–	–	2	3	2	3	–
Sanskrit,	–	–	–	6	3	4	5	4
Operative Surgery,	–	–	–	–	–	–	11	2

* No Arts Students this Session, owing to change of Statutes.
† Not now required in third year Arts.
‡ No Engineering Students this Session, owing to change of Statutes.

APPENDIX,

Return of the Amount of Fees received by each

Professor of	1849–50.	1850–51.	1851–52.	1852–53.	1853–54.	1854–55.	1855–56.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greek,	*88 10 0	83 0 0	50 0 0	27 5 0	38 5 0	46 5 0	51 15 0
Latin,	*73 15 0	79 0 0	50 10 0	31 5 0	38 5 0	44 5 0	47 15 0
English History and Literature,	50 5 0	50 5 0	47 10 0	31 5 0	43 5 0	45 5 0	59 5 0
Logic & Metaphysics,	6 0 0	–	† 59 5 0	34 5 0	37 15 0	41 0 0	41 15 0
Mathematics,	116 15 0	97 10 0	69 15 0	43 0 0	54 10 0	59 0 0	60 10 0
Natural Philosophy,	79 5 0	70 15 0	99 10 0	47 0 0	73 15 0	76 15 0	59 10 0
Chemistry, Practical Chemistry	85 5 0	104 0 0	117 5 0	91 10 0	111 10 0	131 15 0	105 10 0
Anatomy and Physiology, Practical Anatomy,	143 0 0	170 0 0	195 15 0	230 10 0	228 0 0	250 0 0	256 0 0
Natural History and Botany,	20 10 0	69 0 0	70 15 0	50 15 0	55 0 0	76 15 0	59 10 0
Modern Languages,	97 0 0	84 0 0	63 0 0	50 0 0	61 0 0	85 0 0	74 0 0
Mineralogy and Geology,	–	7 10 0	24 15 0	17 15 0	20 15 0	18 0 0	12 10 0
Jurisprudence and Political Economy,	20 0 0	21 0 0	35 15 0	18 15 0	28 0 0	14 10 0	29 5 0
English Law,	32 0 0	29 0 0	37 0 0	23 0 0	20 0 0	16 0 0	21 0 0
Civil Engineering,	16 0 0	24 10 0	22 0 0	14 0 0	17 15 0	21 0 0	13 10 0
Agriculture and Medical Jurisprudence,	15 10 0	41 0 0	49 5 0	22 0 0	46 0 0	32 15 0	26 0 0
Practice of Medicine,	17 0 0	31 0 0	32 0 0	18 0 0	30 0 0	30 0 0	56 0 0
Surgery,	41 0 0	21 10 0	36 0 0	51 0 0	43 0 0	43 0 0	74 0 0
Materia Medica,	22 0 0	28 0 0	26 0 0	29 0 0	33 0 0	43 0 0	45 0 0
Midwifery,	28 0 0	18 0 0	22 0 0	27 0 0	31 0 0	33 0 0	44 0 0
Teacher of Drawing,	–	–	–	–	–	–	–

* In the Session of 1849–50, Medical Students were required to attend the Greek and Latin Classes, but have since been exempt from attending either class.

† Professor M'Cosh was appointed in Session 1851–52, and taught and received fees from Students properly belonging to the previous Session.

Queen's College, Belfast, March, 1863.

Appendix, No. 4.

APPENDIX,

Expenditure of One Year's Additional Grant.

Account of the Expenditure of One Year's Additional Grant

1. Library of Ancient and Modern Literature and Philology:

	£ s. d.
Ancient Classical Languages and Philology,	46 3 9
English History and Literature,	17 12 5
Foreign Modern Languages,	11 19 11
Works of General Interest, &c.,	76 14 5
	152 10 6

2. Libraries, Museum, &c., Mathematical, Physical, and Chemical Sciences:

	£ s. d.
Mathematical Library,	14 3 5
Physical Library,	14 19 6
Chemical Library,	14 6 7
Museum and Cabinet of Physical Science,	34 16 0
,, Laboratory, Chemical Science,	25 3 1
	103 8 7

No. 3.

Professor in the Queen's College, Belfast, in each Year.

1856–57.	1857–58.	1858–59.	1859–60.	1860–61.	1861–62.	1862–63.	1863–64.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
44 15 0	51 0 0	78 0 0	*93 5 0	*131 15 0	*186 0 0	*187 15 0	*221 0 0
39 15 0	53 0 0	67 0 0	†90 0 0	127 15 0	185 0 0	185 15 0	211 0 0
43 15 0	57 10 0	69 0 0	94 15 0	117 5 0	155 10 0	164 5 0	163 10 0
48 5 0	46 15 0	68 10 0	39 0 0	58 10 0	106 5 0	134 10 0	173 10 0
62 15 0	69 10 0	97 10 0	139 10 0	156 0 0	183 5 0	211 5 0	201 0 0
62 15 0	72 .0 0	66 10 0	61 5 0	180 10 0	178 15 0	194 10 0	183 0 0
133 0 0	113 10 0	147 5 0	184 0 0	167 0 0	195 15 0	210 5 0	213 10 0
181 0 0	206 0 0	262 10 0	307 0 0	427 10 0	‡432 10 0	‡425 10 0	‡453 10 0
56 0 0	52 10 0	105 5 0	94 10 0	70 0 0	96 10 0	120 5 0	157 0 0
86 0 0	96 0 0	120 0 0	159 10 0	277 0 0	319 5 0	270 15 0	231 0 0
37 0 0	20 5 0	21 15 0	24 15 0	11 10 0	16 5 0	20 10 10	22 0 0
22 10 0	31 15 0	28 10 0	36 10 0	28 10 0	25 15 0	37 10 0	38 0 0
27 0 0	21 0 0	25 0 0	28 0 0	28 0 0	25 0 0	21 0 0	18 0 0
27 0 0	22 0 0	22 15 0	24 15 0	32 0 0	40 15 0	70 0 0	82 0 0
25 10 0	40 5 0	31 5 0	47 0 0	43 0 0	§44 0 0	§36 15 0	48 0 0
43 10 0	26 0 0	37 0 0	44 0 0	37 0 0	64 10 0	46 0 0	59 0 0
42 10 0	34 0 0	46 0 0	65 10 0	79 13 0	84 12 0	96 11 0	73 0 0
20 0 0	34 0 0	39 0 0	50 0 0	60 0 0	69 0 0	70 0 0	59 0 0
24 0 0	12 0 0	28 0 0	25 0 0	48 0 0	63 0 0	36 0 0	66 0 0
32 0 0	25 0 0	26 0 0	22 0 0	–	–	–	–

* Besides for Sanskrit and Hindustani 1859–60, £35; 1860–61, £22 10*s.*; 1861–62, £25; 1862–63, £32 10*s.*; 1863–64, £20.

† Besides for Arabic in 1859–60, £5.

‡ The Professor of Anatomy pays to his Demonstrator a portion of the fees for Practical Anatomy.

§ No endowment for Medical Jurisprudence. Professor Hodges delivers the lectures, receiving only class fees.

ALEXANDER DICKEY, *Bursar.*

No. 4.

Appendix, No. 4.

to the Queen's College, Belfast, ending 31st March, 1863.

Expenditure of One Year's Additional Grant.

3. Libraries, Museum, and Collection of Objects of the Department of the Natural Sciences:

	£	s.	d.
Library of Natural History,	18	19	8
,, Geology and Mineralogy,	8	9	5
Museum of Natural History,	65	0	1
,, Geology and Mineralogy,	17	18	0
	110	7	2

4. Libraries, Museums, and Collections of Objects of the Departments of Engineering and Agriculture:

	£	s.	d.
Library of Engineering,	8	15	1
,, Agriculture,	19	15	2
Instruments and Collections of Engineering,	19	3	0
Collections of Agriculture,	5	6	0
	52	19	3

Appendix, No. 4.

Expenditure of One Year's Additional Grant.

Appendix, No. 4—*continued.*

Account of the Expenditure of One Year's Additional Grant to the Queen's College, Belfast, ending 31st March, 1863—*continued.*

	£	s.	d.
5. Museum and Library of Medical Science:			
Library of Medical Works,	29	19	3
Anatomical and Pathological Museums, and Rent of Anatomical Rooms,	81	6	0
Surgical Museum,	3	15	0
Midwifery,	0	11	0
Medical Jurisprudence,	5	17	7
	121	8	10
6. Library of Metaphysical, Legal, and Economical Science:			
Law, Jurisprudence, and Political Economy,	7	7	1
Metaphysics,	10	14	3
	18	1	4
7. Printing, Stationery, Advertising, Postages, Office Expenses, &c.,	340	1	11
8. Heating and Lighting,	145	9	0
9. Botanic Gardens, £25; Grounds, £70 16*s.* 6*d.*,	95	16	6
	1,140	3	1
Balance in Bank of Ireland Office, 31st March, 1863,	317	13	0
Total,	1,457	16	1
Amount of One Year's additional Grant,	1,000	0	0
College and Matriculation Fees,	126	15	0
Received for Calendars, Catalogues, &c., sold, and Fines,	13	19	8
Balance in Bank, 31st March, 1862,	317	1	5
Total,	1,457	16	1

The Accounts of the College up to 31st March, 1863, have been examined and found correct by the Commissioners for Auditing the Public Accounts.

February, 1864.

Alexander Dickey, *Bursar.*

APPENDIX, No. 5.

General Class Examinations, Queen's College, Belfast.

—	Session 1862–63.			A.M.	P.M.	Session 1863–64.			A.M.	P.M.
The English Language,	Saturday,	January	10	—	12—4	Saturday,	January	9	—	12—4
Logic,	Saturday,	February	14	9—12	—	Saturday,	February	13	9—12	—
Zoology,	Friday,	February	27	9—12	—	Saturday,	March	5	9—12	—
Metaphysics,	Tuesday,	March	31	9—12	and 2—5	Tuesday,	March	22	9—12	and 2—5
Physical Geography,	Wednesday,	April	1	9—12	—	Wednesday,	March	23	9—12	—
Mineralogy and Geology,	Wednesday,	April	1	—	2—5	Wednesday,	March	23	—	2—5
English Literature,	Thursday,	April	2	9—12	and 2—5	Thursday,	March	24	9—12	and 2—5
Midwifery,	Saturday,	April	27	9—12	—	Wednesday,	April	27	—	2—5
Practice of Medicine,	Saturday,	April	27	—	2—5	Wednesday,	April	27	9—12	—
Anatomy and Physiology,	Monday,	April	28	9—12	and 2—5	Thursday,	April	28	9—12	and 2—5
Practical Anatomy,	Wednesday,	April	29	9—12	—	Friday,	April	29	9—12	—
Practice of Surgery,	Wednesday,	April	29	—	—	Friday,	April	29	—	2—5
Materia Medica,	Thursday,	April	30	9—12	—	Saturday,	April	30	9—12	—
Medical Jurisprudence,	Thursday,	April	30	—	2—5	Saturday,	April	30	—	2—5
Practical Chemistry,	—	—		—	—	—	—		—	—
Modern Languages,	Wednesday,	June	3	9—12	and 2—5	Tuesday,	May	31	9—12	and 2—5
Greek (First Year),	Thursday,	June	4	9—12	,, 2—5	Wednesday,	June	1	9—12	,, 2—5
,, (Second Year),	Friday,	June	5	9—12	,, 2—5	Thursday,	June	2	9—12	,, 2—5
Latin (First Year),	Friday,	June	5	9—12	,, 2—5	Thursday,	June	2	9—12	,, 2—5
,, (Second Year),	Thursday,	June	4	9—12	,, 2—5	Wednesday,	June	1	9—12	,, 2—5
Engineering and Surveying,	Friday,	June	5	—	—	Thursday,	June	2	9—12	,, 2—5
Mathematics,	Saturday,	June	6	9—12	and 2—5	Friday,	June	3	9—12	,, 2—5
Natural Philosophy,	Monday,	June	8	9—12	,, 2—5	Saturday,	June	4	9—12	,, 2—5
Chemistry,	Tuesday,	June	9	9—12	,, 2—5	Monday,	June	6	9—12	,, 2—5
Botany,	Wednesday,	June	10	9—12	—	Tuesday,	June	7	9—12	—
Practice of Agriculture, Diseases of Farm Animals, Theory of Agriculture,	Wednesday,	June	10	9—12	—	—	—		—	—
History,	Wednesday,	June	10	9—12	—	Tuesday,	June	7	9—12	—

General Examination of Students in Law, and also of Students in the Faculty of Arts, in Jurisprudence and Political Economy, at the close of the Lectures on these subjects.

APPENDIX, No. 6.

Return of the Number of Lectures delivered by each Professor in the Queen's College, Belfast, in each Year.

——	1849-50.	'50-51.	'51-52.	'52-53.	'53-54.	'54-55.	'55-56.	'56-57.	'57-58.	'58-59.	'59-60.	60-61.	'61-62.	'62-63.	Remarks.
Professor of—															
Greek, . . .	135	232	244	246	236	240	234	235	236	350	500*	460*	440*	360*	In addition, examining some hundreds of exercises each session.
Latin, . . .	162	197	218	221	189	196	232	230	230	275	398	234	234	234	Do. do.
History and English Literature, . .	35	55	98	91	104	100	105	105	99	110	123	92	154	146	Besides 676 exercises.
Modern Languages, .	208	330	324	307	306	305	319	340	369	307	340	372	372	360	
Celtic, ...	6	6	6	6	6	6	6	6	6	6	6	6	–	–	Open to the Public without charge.
Mathematics, . .	135	256	333	248	246	330	346	322	330	400	400	370	370	316	Besides two hours each week on which the Senior Scholar meets the Junior Division.
Natural Philosophy, .	122	257	233	209	256	250	255	307	300	300	242	242	213	182	In addition, arranging apparatus, which occupies as much time as the lectures.
Chemistry, . . .	134	136	137	129	132	130	138	142	142	140	132	132	132	132	In addition, superintending the working pupils, of whom from eight to twelve are admitted each year by examination to the laboratory without charge.
Practical Chemistry, .	36	36	36	36	36	36	36	36	34	36	36	36	36	36	
Natural History, . .	120	120	133	137	139	138	142	140	143	140	140	140	140	140	Including lectures in Physical Geography, delivered free to all students.

Mineralogy and Geology,	*Public.*	86	54	59	54	55	49	59	52	52	52	52	52	52	In addition, daily attendance as Curator in the Museum.
Logic and Metaphysics,	–	–	78	142	176	175	164	177	179	167	140	158	194	208	In addition, criticising above 600 essays in each session
Civil Engineering, .	134	138	140	136	140	136	147	118	100	194	196	220	198	328	Including practical work under the direction of the Professor.
Agriculture, . .	172	206	205	212	209	213	218	186	190	166	166	156	156	50	Including lectures on Medical Jurisprudence and Diseases of Farm Animals, for neither of which there is any salary; in addition, practical excursions with students.
Anatomy & Physiology,	115	116	115	115	114	115	117	113	115	115	115	112	108	108	In addition, superintending the class of Practical Anatomy and Demonstrations and Dissections.
Practice of Medicine, .	93	93	92	92	93	94	94	85	75	95	95	95	95	95	
Practice of Surgery, .	93	94	93	91	91	92	94	94	94	94	94	94	94	93	Besides about twenty-five lectures each session on Operative Surgery.
Materia Medica, . .	92	91	91	93	90	90	92	80	84	84	84	84	84	84	
Midwifery, . . .	92	92	92	91	90	93	93	93	93	95	90	80	80	76	Besides practical instruction to students which may be required at any hour throughout the year.
English Law, . .	24	48	72	96	96	96	96	96	96	96	72	72	96	96	No third year Class in 1859-60, or fourth year Class in 1860-61.
Jurisprudence and Political Economy, .	24	48	96	120	120	120	120	120	120	96	120	120	120	120	

The above Return gives the number of Meetings of one hour each, in each Class. The system of instruction includes, not merely formal Lectures, but also examination in the business of the course; in some classes these examinations are held daily; in others on fixed days of the week, according to the nature of the subject.

The Professors also conduct the General Scholarship Examinations; and some of them, in addition, the Matriculation and Supplemental Examinations.

* Including about 110 on Sanskrit and Hindustani.

October Examinations of Queen's College, Belfast, 1864.

Days.	Hours.	First Year Students.	Second Year Students.	Third Year Students.	Fourth Year Students.
Tuesday, Oct. 18.	9—12		Suppl. Ex. { English. Mod. Lang. Math.	Suppl. Ex.—Mod. Lang., Math., Nat. Phil.	Senior Schol.—Latin.
	2—5		Suppl. Ex.—Greek, Latin.	Suppl. Ex.—Greek, Latin, Logic.	Senior Schol.—Latin.
Wednesday, Oct. 19.	9—12		Liter. Schol.—Greek.		Senior Schol.—Greek.
	2—5		Liter. Schol.—Greek.		Senior Schol.—Greek.
Thursday, Oct. 20.	9—12		Med. Engin. } Schol.—Chem.	Previous	Senior Schol.—Chem.
	2—5	Matric.—Math.	Med. Engin. } Schol.—Chem.	Examination,	Senior Schol.—Chem.
Friday, Oct. 21.	9—12	Matric.—Greek, Latin.		in Arts	
	2—5			and Engineering,	
Saturday Oct. 22.	9—12	Matric.—English.	Engin. Schol.—Geo. Draw.	of	Senior Schol.—Mod. Hist.
	2—5	Matric.—English.	Engin. Schol.—Geo. Draw.	Queen's University.	Senior Schol.—Mod. Hist.

Monday, Oct. 24.	9—12		Med. Schol.—Botany.	Engin. Schol. { Geol. and Phys. Geog.	Senior Schol.—Nat. Hist.
	2—5	Lists of Matriculated Students to be made out.	Med. Schol.—Zoology.		Senior Schol.—Nat. Hist.
Tuesday, Oct. 25.	9—12	Science, Med., Engin. } Schol.—Math.	Science, Engin. } Schol.—Math.	Engin. Schol.—Math.	Senior Schol.—Math.
	2—5	Science, Med., Engin. } Schol.—Math.	Science, Engin. } Schol.—Math. Med. Schol.—Anat. and Phys.	Engin. Schol.—Math. Med. Schol.—Anat. and Phys.	Senior Schol.—Math. Med. Schol.—Prac. of Midw.
Wednesday, Oct. 26.	9—12			Med. Schol.—Prac. Chem.	Senior Schol.—Nat. Phil. Med. Schol.—Prac. of Med.
	2—5	Liter., Med. } Schol.—English.	Liter. Schol.—English. Engin. Schol.—Exp. Phys.	Engin. Schol.—Nat. Phil.	Senior Schol.—Nat. Phil.
Thursday, Oct. 27.	9—12	Liter., Med. } Schol.—Latin.	Liter. Schol.—Latin.	Engin. Schol.—C. Engin. Med. Schol.—Mat. Med.	Senior Schol.—Pol. Econ.
	2—5	Liter., Med. } Schol.—Latin.	Liter. Schol.—Latin.	Engin. Schol.—C. Engin.	Senior Schol.—Pol. Econ. Med. Schol.—Surg. Anat.
Friday, Oct. 28.	9—12	Liter., Med. } Schol.—Greek.	Liter. Schol.—Mod. Lang.		Senior Schol.—Mod. Lang. Senior Schol.—Metaph. Med. Schol.—Anatomy.
	2—5	Liter., Med. } Schol.—Greek.	Liter. Schol.—Mod. Lang.		Senior Schol.—Mod. Lang. Senior Schol.—Metaph. Med. Schol.—Physiology.

Students passing the Supplementary Examinations complete the previous year, and take rank accordingly.

Hours of Lectures,—Session 1863-64.

Hours.	Arts.			Civil Engineering.			Medicine.	
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.		
9 till 10	*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Mathematics.* Monday Tuesday Wednesday Thursday Friday		*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Mathematics.* Monday Tuesday Wednesday Thursday Friday			
10 till 11	*Mathematics.* Monday Tuesday Wednesday Thursday Friday	*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Honor Classes.*	*Mathematics.* Monday Tuesday Wednesday Thursday Friday				
11 till 12	*Latin.* Monday Wednesday Friday	*Nat. Philos.* *Exp. Phys.* Monday Wednesday Friday *Mat. Phys.* Tuesday Thursday	*Eng. Lit.* Monday Wednesday Friday	*Exp. Phys.* Monday Wednesday Friday *Geom. Drawing.* Tuesday Thursday	*Mineralogy and Geology.* Monday Wednesday Friday *Mat. Phys.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday	*Exp. Phys.* *3 months.* Monday Wednesday Friday	*Prac. Chem.* *3 months, from Mar. 1.*
12 till 1	*Greek.* Monday Thursday Friday	*Latin.* Monday Wednesday Friday	*Metaphysics.* Tuesday Wednesday Thursday Friday *History.* Monday Wednesday Friday	*Geom., Drawing, &c. Office Work.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday	*Anatomical Demonstrations.* Monday Tuesday Wednesday Thursday Friday	

1 till 2		*Greek.* Monday Thursday Friday	*Zool. to Mar.* 1. Monday Tuesday Wednesday Friday *Bot. from Mar.* 1. Monday Tuesday Wednesday Thursday Friday		*Civil Eng.* Monday Wednesday	*Nat. Philos. applied.* Tuesday Thursday	*Zool. to Mar.* 1. Monday Tuesday Wednesday Friday	*Bot. from Mar.* 1. Monday Tuesday Wednesday Thursday Friday	*Surgery.* Monday Tuesday Wednesday Thursday	*Med. Juris.* Friday
2 till 3	*English.* Monday Tuesday Wednesday Friday	*Logic.* Tuesday Wednesday Thursday Friday	*Pol. Economy.* Tuesday Thursday Friday			*Civil and Mech. Eng.* Monday Wednesday			*Anatomy.* Monday Tuesday Wednesday Thursday Friday	
3 till 4			*Chemistry.* Monday Tuesday Wednesday Thursday Friday	*Chemistry.* Monday Tuesday Wednesday Thursday Friday	Field Work and Engineering Excursions for 2nd and 3rd Year Students occasionally on Fridays and Saturdays for some hours.			*Chemistry.* Monday Tuesday Wednesday Thursday Friday	*Midwifery.* Monday Tuesday Thursday Friday	*Medical Jurisprud.* Wednesday
4 till 5			Chemical Laboratory open from 9 A.M. till 3 P.M.					*French.* Monday Thursday or from 9-10 a.m.	*Materia Med.* Monday Tuesday Wednesday Thursday	*Prac. Med.* Monday Tuesday Wednesday Thursday

FACULTY OF LAW.—HOURS OF LECTURES.

1st Year.				2nd Year.				3rd Year.		4th Year.					
6 o'clock, P.M.	*Law of Property.* Monday Wednesday Friday	7 o'clock, P.M.	*Jurisprudence.* Monday Wednesday Friday	5 o'clock, P.M.	*Equity and Bankruptcy.* Monday Wednesday Friday	8 o'clock, P.M.	*Civil Law.* Monday Wednesday Friday	11 o'clock, A.M.	*Common and Criminal Law.* Tuesday Thursday Saturday	10 o'clock, A.M.	*Evidence and Pleading.* Tuesday Thursday Saturday	6 o'clock, P.M.	*Constitutional & Colonial Law.* Monday Wednesday Friday	1&30 o'clock, p.m.	*Medical Jurisprudence.* Wednesday, 3 o'clock Friday, 1 o'clock

Appendix, No. 7.

Digest of Subjects and Courses.

APPENDIX, No. 7.

An Enlarged Digest of Subjects and Courses pursued in Queen's College, Belfast.

Greek—*Professor, Charles MacDouall,* ll.d., m.r.a.s.

In the Greek Class, as in all those which are attended during more than one session, the business, as well as the hours assigned to the Students of the different years, is necessarily different; but it is always distributed into three simultaneous processes, viz., public examinations, lectures more or less formal, and exercises written at home and commented on in the class.

In the first session, the complex and self-contained structure of the Greek language is subjected to a close analysis; carried out, on the one hand, by tracing words to their crude forms, by classifying terminations, both the primary and the flexional, and by discriminating among analogically correct forms those actually used in different ages and dialects; on the other hand, by exhibiting the methods by which words are combined in simple clauses, clauses are knit into sentences, and sentences compose periods less or more complicated. Some prose-work furnishes the materials for this analysis; while the Students read and translate it, or else re-translate off-hand passages read out in English before them by the Professor. Besides syntactical phænomena, the laws and characteristics of both epic and dramatic versification are expounded and exemplified, while a portion of the *Ilias* and some tragedy are used as text-books.

In the second session, while consecutive passages of Herodotus along with some Attic oration or philosophical treatise, and a book of the *Odysseia* along with some Attic tragedy or comedy, form the basis of prelections, the previous discipline is continued and extended; the distinctions of dialect and style are more fully elucidated; the origin, growth, and fortunes of the epos, the drama, history, and other departments of literature, are more distinctly unfolded; discussions on points of mythology, geography, chronology, archæology, æsthetics, &c., are more freely introduced and more amply treated. The Students are required to turn Herodotean Greek, at sight, into Attic, altering both the forms of words and the structure of sentences; to re-translate passages into Greek prose and verse; and also to give in original essays in both forms of composition.

Considering the variety of subjects which enter simultaneously into the first and second Sessions of the Collegiate Course, the Students generally appear to give a fair share of their attention to the Greek Language and Literature. Several times in the week a considerable number voluntarily attend extra Lectures, at which no note is taken of their presence or of their absence.

In a distinct or higher class, advanced Students, generally in the third or fourth year of their Course, are exercised in the study of more difficult works than those previously read, in the higher problems of criticism and philology, and especially in composing both prose and verse.

The following text-books have been used in the successive Sessions of College from 1849–50 to 1863–64:—*Ilias*, Books III., VI., X., XI., XII., XIII., XIV., XV., XVI., XVII., XVIII., XIX., XXI., XXII., XXIV.; *Odysseia*, Books I., XI., XII., XIII., XIV.; Hesiodus, *Theogonia;* Pindarus, *Olympia*, *Pythia*, *Nemea;* Aeschylus; all the Tragedies except the *Supplices;* Sophocles, the seven Tragedies; Euripides, *Alcestis*, *Hippolytus*, *Hecabe*, *Phoenissae*, *Orestes*, *Hercules Furens*, *Bacchae*, *Ion*, *Iphigeneia in Aulide*, *Iphigeneia in Tauris;* Aristophanes, *Nubes*, *Aves*, *Ranae;* Herodotus, Books I., II., IV.; Thucydides, Books I., II.; Xenophon, Portions of *Anabasis* and *Cyropaedeia;* Platon, *Apologia Socratis*, *Gorgias*, *Phaedon*, *Phaedrus*, *Philebus*, *Timaeus*, *Theactetus;* Aristoteles, *Poetica* and portions of *Rhetorica;* Demosthenes, *c. Meidiam* and *de Corona;* Aeschines, *in Ctesiphontem.*

Sanskrit and Hindustani.

The Classes for these Languages (conducted by the Professor of Greek) are at present attended chiefly by Students who either have already obtained or are preparing to compete for Appointments in the Indian Service; but the Sanskrit

Class begins to attract others also, as the importance of some practical acquaintance with Sanskrit, especially in relation to Classical Studies and to Comparative Philology, is now generally recognised. *Appendix No. 7.*

Either Class may be attended separately; or a two years' Course may be taken, in which Sanskrit alone is studied during the first year, while Sanskrit and Hindustani (including the elements of Persic) occupy the second. Digest of Subjects and Courses.

LATIN—*Professor, Charles Parsons Reichel,* D.D.

The Professor of Latin lectures Students of the First and Second Years each set three hours a week; attendance on the lectures being compulsory for those who take the Classes of Latin. Besides these compulsory lectures, he gives two lectures additional to Students of each of these years, attendance on which is voluntary, in which more difficult authors are read, and special attention is paid to composition. The attendance on these lectures is very good.

An honor Class has lately been formed of Students of the Third and Fourth Years, chiefly attended by those who are anxious to distinguish themselves in Ancient Classics at the Degree Examination.

The number of hours during which the Professor lectures each week is thirteen.

HISTORY AND ENGLISH LITERATURE—*Professor, George Lillie Craik,* LL.D.

The Professor of History and of English Literature has now three Classes: one entitled the Class of the English Language, which is taught for one Term, and is attended, according to the Curriculum for Degrees in Arts, by Students of the First Year; the others entitled the Classes of English Literature and of History, taught for two Terms, and attended by Students of the Third Year.

It is important to observe, that by this arrangement there is added, to the two distinct subjects which are combined in the designation of the chair, a third subject perfectly distinct from either; each of the three, at the same time, like every other great department of human knowledge and speculation, having several subdivisions.

I. The Class of the English Language is taught by means of—
   1. A Course of Lectures on the origin, history, and constitution of the language, and on the principles of Universal Grammar.
   2. Examinations on a printed text-book, prepared by the Professor, entitled, "Outlines of the History of the English Language."
   3. Exercises in Composition, both in prose and verse; and
   4. A Course of Critical Readings, directed more especially to the philology of the language, both in its principles and in its details.

The business of the Class, thus conducted, may be stated to comprehend the subjects of Universal Grammar, or the Philosophy of Language generally, with the elements of Comparative Grammar and of Linguistic Ethnology, the Philology of the English Language, and the Practice of English Composition.

II. The subject of English Literature is treated both historically and in reference to the principles of æsthetic and critical science. For the history of our literature, a work of the Professor's, entitled "A Manual of English Literature and of the History of the English Language," is employed as a text-book; and a Course of Lectures is delivered on the subject of Literature as one of the forms of the Artistic. There are regular examinations both on the text-book and on the Lectures; and essays, or other exercises in writing, are exacted.

III. The teaching of History has hitherto embraced the Outlines of Historical Geography; the Elements of Chronology; a Sketch of the General History of the World; a Course of Lectures on the Science of Historical Investigation; and a minute survey, by way of illustration, of various portions of the History of England, including the progress of the constitution and of society, as well as the course of public events and transactions, with special reference to the original authorities, and to the bibliography of the subject. Examinations are regularly held, the Students being left to collect the facts necessary to be remembered from the Lectures, and from any of the common histories.

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MODERN LANGUAGES.—*Professor, Wilhelm Frädersdorff,* PH.D.

French and German, between which languages the Students have an option, are taught at distinct hours.

In the First Year the Grammar is explained, and the Students are exercised chiefly in translating passages from French or German rather than in translating English passages into either language.

During the Second Year one day in each week is devoted to the study of some Foreign Classical work in prose, and a second to reading and commenting upon tragedy or poem; while the third day is occupied partly in criticising work previously done, but chiefly in translating some English passage into French or German, and in conversation upon a literary subject introduced in a paper composed and read aloud by the Professor.

In the Third Year the Students are trained in Original Composition and in translating from one Modern Language into another, and their attention directed to the principles of Comparative Philology. French or German is used exclusively in conversation.

Medical Students are instructed in the same way in a special class. "Physiologie Expérimentale" is used as a text-book for the higher division.

MATHEMATICS—*Professor, John Purser,* M.A.

Attendance on this Class is prescribed to all Students in the Faculty of Arts during the first year of their Course; during the second year Mathematics forms one of four Courses, out of which the Students select two.

All Students in the Department of Engineering are required to attend the Mathematical Classes during two years.

Before entering, Students are required to pass an examination in the First and Second Books of Euclid, and in a small portion of Algebra. Practically they come fairly prepared in the prescribed portions of Euclid, but a large proportion can hardly be said to possess even an elementary knowledge of Algebra. A considerable number of the Students are Candidates for Mathematical Scholarships at entrance, and these are generally well prepared in the first six Books of Euclid, and a considerable portion of Algebra and Plane Trigonometry.

On this account the instruction of the First Year in Mathematics has been given in two Divisions. The Lower Division has been carefully taken through such portions of Euclid I., II., III., IV., VI., as they had not previously prepared, and has received instructions in Algebra as far as the progressions, and in Plane Trigonometry as far as the solution of triangles, with the use of logarithms and trigonometrical tables. The instruction of the Upper Division comprises a complete Course of Algebra and Trigonometry, with the principal historical properties of the Conic Sections, treated geometrically.

The Council has sanctioned the employment of the Senior Mathematical Scholar in giving a portion of the instruction of the Lower Division. This arrangement, while it affords a greater number of hours to the Lower Division, enables the Professor of Mathematics to give more attention to the Upper Division, and has been found to work very satisfactorily.

In the Second Year the subjects of Lecture are Analytical Geometry, the Differential and Integral Calculus, and the first three sections of the Principia of Newton; and, in addition to this, when the progress of the Students has been sufficiently rapid during the early part of the Session, the solution of the simpler kinds of Differential Equations, and the principles of Analytical Geometry of Three Dimensions.

The instruction is carried on in great part by questions, which the Students are required to work out at the time, under the eye of the Professor, the questions having reference to those portions of the subject which have just been treated in the Lectures. The Professor then corrects their work, and gives such hints and explanations as are requisite.

For several years past a third and higher class has been formed for the benefit of the Students competing for University honors and the Indian Civil Service Examinations. The subjects of lecture are Geometry of three dimensions, Differential Equations, and other branches of the higher Mathematics, according to the advance which the Students have made.

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THE PHYSICAL CLASSES—*Professor, John Stevelly*, LL.D.

The subjects taught in the Physical Classes are distributed under three subdivisions: Mathematical Physics, Experimental Physics, and Natural Philosophy applied.

The subjects comprised in the Course of Mathematical Physics are—Mechanics (under its several statical and dynamical subdivisions), Hydrostatics, Hydraulics, Pneumatics, Acoustics, Optics, and Astronomy. The Students who attend this class are the Matriculated Students who are seeking a Degree in Arts, the Engineering Students of the Second Year, and Non-Matriculated Students, some of whom are Candidates for the ministry in the Presbyterian Churches. Attendance at the Lectures three days in each week is imperative on all those Students, and one hour in each week is occasionally employed in asking questions from prescribed parts of Galbraith and Haughton's Manual. Two days in the week attendance is optional, when Analytical Mechanics and the higher branches of Physics are taught. In the Lectures, attendance on which is imperative, such mathematical proofs and illustrations only are introduced as a person reasonably prepared in the six first Books of Euclid and Elementary Algebra might easily comprehend. The teaching is by prelection; and although no text-books are prescribed, the ordinary elementary works on the several subjects are pointed out and referred to. At the Lectures, attendance on which is voluntary, the demonstrations and investigations are pursued in a more systematic and mathematical method, so as to require a knowledge of Analytic Geometry, Conic Sections, and the Differential and Integral Calculus. Text-books are used for the guidance of the Students attending these Lectures, who are chiefly those who are intending to compete for Honors. These text-books are Earnshaw's and Todhunter's Statics, Wilson's Dynamics, Tait's Dynamics of a Particle, Miller's Hydrostatics, Lloyd's Optics and Lectures on the Wave Theory of Light, Herschell's Astronomy, and two of Airy's Tracts, with occasional reference to Du Hamel's Cours de Mecanique, and to Poisson's Works.

The Class of Experimental Physics is attended by the same Students, and also by Agricultural Students of the Second Year, and by Medical Students of the Third Year. The subjects of these Lectures are taught entirely without mathematical demonstration, by the aid of experiments, illustrations, drawings, and models, and such works as Lardner's Hand-book, Golding Bird's Physics, Webster's Physics, Miller's Chemistry, Vol. I., Arnott's Elements, Biot, Ganot, Pouillet, Peschel, and such like standard works are referred to, and recommended to the attention of the Students. The subjects of Heat, Electricity, and Electro-Magnetism are at present chiefly taught in the Chemical Class; but the leading facts and principles are taught by selections from Biot, Pouillet, Ganot, and Miller.

The Class of Natural Philosophy applied is intended for Students in Engineering of the Third Year, by the recent University Ordinance; lectures and instructions twice in the week. The subjects embraced are the nature and estimate of work done; the kinds of work required to be done; the nature and laws of friction, and other useless resistances; the moving powers at our command, their respective nature and the laws which govern their action; the manner in which they are, by machinery, connected with and opposed to the resistances; the construction of machines; the principles of strength of materials as opposed to strains; the equilibrium of structures, frames, roofs, arches, domes; the general principles of mechanism; general maxims in the structure and working of machines; maximum effects of machines; hydraulic engines; the steam engine. The works used as guides to the studies of the Students in this Class are selections from Lloyd's and Robinson's Mechanics, Willis's Principles of Mechanism, Barlow on Materials and Construction. Hodgkinson's Experimental Researches, Tredgold, Tate's Elementary Treatises and Exercises, and selected numbers of Weale's Rudimentary Series.

CHEMISTRY—*Professor, Thomas Andrews*, M.D., F.R.S., M.R.I.A.

In the Class of Chemistry the greater part of the Course is devoted to pure Chemistry; but the Elements of the Sciences of Heat and Electricity, particularly in their relations with Chemistry Proper, are also taught. The application of these sciences to the arts are particularly referred to; and it has been the

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constant endeavour of the Professor to communicate to the Students as precise and accurate information as possible on the subjects treated in his Lectures, and to train them to habits of careful observation and accurate thinking. With this view a weekly examination of the whole Class is held, at which the Students are subjected to a searching examination on the business of the preceding week; and further to encourage a taste for scientific inquiry, and also to train a certain number of practical chemists, a limited number of the best Students are admitted, by examination, as working pupils into the chemical laboratory, where they have an opportunity of acquiring a knowledge of chemical analysis. This latter arrangement has now been in practice for several years, and has already been attended with the best results.

NATURAL HISTORY—*Professor, Wyville Thomson,* LL.D.

The Zoological Department of the Course occupies the First Term and greater part of the Second, and comprehends the Outlines of Anatomy and Physiology of animals, followed by Systematic Zoology, and remarks on the distribution of animals.

The Botanical part comprehends Vegetable Anatomy and Physiology, Systematic Botany, and distribution of vegetable forms. In addition to the Class Lectures, meetings are held in the Botanic Garden, and practical excursions made into the neighbouring country.

This Course comprehends chiefly Lectures on the structure and form of continents and islands; the distribution of mountain systems, rivers, and lakes; the ocean, its currents, temperature, &c.; the atmosphere, its currents, &c.; rain, snow, &c. The preceding subjects are considered in relation to the geographical distribution of animals and plants.

These different branches are illustrated by specimens, or drawings, or both, as the case may be.

GEOLOGY AND MINERALOGY—*Professor, Wyville Thomson,* LL.D.

The Courses consist of lectures, demonstrations, and examinations. The Geological Course embraces the general principles of the science, and a detailed investigation of the palæontological, lithological, and economic characters of all the formations. The Students are exercised in the practical use of the necessary instruments, and in the construction of Geological maps and working sections. The characteristic fossils of the different formations are rendered familiar by the exhibition of specimens and models, and an excellent series of drawings. Drawings are also used for the illustration of the underground workings of mines of copper, coal, &c.

In the Mineralogical Course the Students are instructed in the most modern crystallography by models, and exercised with the reflecting goniometer. The electro-chemical classification of minerals is then explained, and an extensive suite of minerals in the museum is arranged on that system, for the instruction of the Students.

Once a week examinations are held, and additional explanations given of the subjects of the preceding lectures.

LOGIC AND METAPHYSICS—*Professor, Rev. James M'Cosh,* LL.D.

LOGIC.

Students attend this Class four days each week during twelve weeks of the Second Session. On two of these days there are examinations on a text-book of Formal Logic, with short prelections on the said text-book, and also the oral explanation of philosophic terms, the reading of Essays by the Students, and the criticism of them by the Professor. On the other two days the Professor delivers written Lectures. This Course of Lectures is divided into two parts: FIRST, GENERAL LOGIC, or an Exposition of the Laws of Thought in general, that is, whatever be the object of thought, embracing Notions, Judgment, and Reasoning; SECONDLY, PARTICULAR LOGIC, or the Development of the Laws of Thought, as directed to particular classes of objects, comprising Demonstrative Evidence, Probable Evidence, Induction, Analogy, Teleology, and the Relation

of the Organon of Bacon to that of Aristotle. The prominent topic in the second part is the Method of Induction, which is treated under the heads:—I. The Means, being generally Systematic Observation, and more particularly Analysis, Observation Proper, Experiment, Hypothesis, Explication of the Conception. II. The End, being the Discovery of Classes (as in Natural History, &c.), or Causes (as in Natural Philosophy, &c.). III. The Canons of Classes and Causes by which we may reach the End by the Means. The Students are required to give in a short written essay once a fortnight. At the Pass Examination, at the close, about one-half of the questions bear upon subjects discussed in the text-book, and the other half upon topics explained in the lectures.

Metaphysics.

This Class meets four days each week, and an hour each day, during the first two terms of the Session, and is attended by Students of the Third Year. On one of these days there is a rigid examination, with interspersed remarks by the Professor, on the second half of the Epitome of the History of Philosophy, sanctioned by the University of France (translated by Henry). In this part of the text-book there is an abstract of the doctrines of the more eminent philosophers who have flourished in this country, and on the Continent of Europe, from the time of Bacon to the present day. On another of these days there is an examination on the written lectures, together with the reading and criticism of essays; the Students being required to give in a carefully written essay every fortnight to the Professor, who reads it at home, and selects certain portions of it to be read in the class, where he criticises it. These essays are on the leading subjects discussed in the written lectures. On the other two days the Professor delivers carefully prepared written lectures. He begins the course with a few lectures on the Method of Investigation, which is that of Induction, and on Mind and Body, and then proceeds to divide his course into two parts, Psychology and Metaphysics Proper.

Under Psychology he treats (1) of the Powers or Faculties of the Mind, and (2) of the Laws of the Succession of Thought. He classifies the faculties as follows:—I. The Simple Cognitive Faculties: (*a*) Perception; (*b*) Consciousness. II. The Reproductive Faculties: (*a*) Memory; (*b*) Imagination; (*c*) Symbolic Power. III. The Faculties which Discover Relations: (*a*) of Identity and Difference; (*b*) of Whole and Parts (to which we owe abstractions); (*c*) of Space; (*d*) of Time; (*e*) of Quantity; (*f*) of Resemblance (to which we owe the Discovery of Classes); (*g*) of Active Property; and (*h*) of Cause and Effect. IV. The Conscience. V. The Emotions; and VI. The Will. In this course of lectures, which occupies two-thirds of the session, the method of operation and peculiarities of these mental attributes are carefully pointed out.

Under Metaphysics Proper the Professor treats of the Native or Constitutional Principles of the Mind. He points out their true Psychological Nature, and shows that they are the fundamental laws or rules of the Faculties. He also specifies the tests, such as Self-evidence, Necessity, and Universality, by which they may be distinguished. He proves that they are in the constitution of the mind, and that they operate spontaneously, but that we can make a reflective or philosophic use of them only after we have detected their nature by a careful induction. He classifies them as the True and the Morally Good. Under the first he treats (1) of Primitive Cognitions and Beliefs, such as Body, Spirit, Substance, Power, Space, Time, the Infinite; and (2) Primitive Judgment, such as Substance and Quality, Mathematical Axioms, Cause and Effect. Under the Good, without entering into the subject of Ethics, he shows that there is a fundamental distinction between Moral Good and Evil. He closes this course by showing how all these principles should conduct us to the belief in a Being who is at one and the same time the True and the Good.

Honor Logic.

The Professor has also an Honor Class, in which are discussed the higher questions of Logic (Formal and Inductive) and Philosophy. It meets three times a-week, and is attended by twenty-five Students. At two of the hours the Professor lectures on Logic and the History of Philosophy, and at the third hour there are examinations on text-books (including logical treatises by Mansel, Thomson, and Mill), and discussions.

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CIVIL ENGINEERING—*Professor, James Thomson,* A.M., C.E.

The Courses of lectures and practical instruction given by the Professor of Civil Engineering are arranged to accord with the Ordinances of the Queen's University, which prescribe to candidates for the Diploma in Civil Engineering a Curriculum extending over three Sessions usually, but admitting of abbreviation to two Sessions in the case of students whose previous acquaintance with a sufficient group of the subjects prescribed for study in the first and second Sessions of the ordinary Course shall be deemed by the College Council satisfactory.

For the First Year Students the Professor gives a course of instruction, comprising lectures and oral examinations on the Principles of Geometrical Drawing, and the performance by the students of practical work under his direction. The lectures include the principles of descriptive geometry, orthographic and isometric projection, and linear perspective; and the practical work comprises the performance of examples in these subjects, and the execution of drawings in Mechanical Engineering, and occasionally also in Architecture and Civil Engineering. The Class meets for two hours at a time on two days per week during the three Terms of the College Session.

For the Second Year Students two courses are conducted by the Professor of Engineering, of which one is a Lecture Course and the other a Practice Course. The Lecture Course comprises surveying, levelling, and plotting, with the theory and use of the instruments required in surveying and levelling operations; mensuration of earthworks for railways; setting out works on the ground, including ranging of railway curves, and setting out breadths of cuttings and embankments, and ranging tunnels, &c. The Course also comprises usually some of the following subjects:—revision and farther prosecution of descriptive geometry, and perspective, and other subjects of geometrical drawing; designing and drawing of oblique bridges; properties and qualities of materials used in construction, and modes of procuring them; and an introduction to architecture as a fine art.

In the Practice Course of the Second Year the Students are engaged in the performance of office and field work, under the instruction and direction of the Professor; and the business includes surveying, levelling, drawing, mapping, and the computation of areas of lands, and other engineering calculations. Excursions are also made occasionally during the Session to visit Engineering works.

For the Third Year Students there are (as for those of the Second Year), two Courses conducted by the Professor, one a Lecture Course, and the other a Practice Course. The Lecture Course comprises the farther treatment of some of the subjects proposed to be entered on in the Second Year, and most of the following subjects:—foundations, cofferdams, bridges, tunnels, roads, and railways; specifications for engineering contracts; water-works for supplying towns; science of the flow of water in orifices, pipes, and canals; drainage of fens by gravitation, and by steam power and other mechanical means; harbours; regulation and improvement of rivers; science of the strength of materials and structures; ventilation of dwelling-houses, public buildings, and mines; the iron manufacture; processes and mechanisms used in foundries and engineering work-shops.

The Practice Course includes office work, field work, and engineering excursions.

ANATOMY AND PHYSIOLOGY—*Professor, Peter Redfern,* M.D., Lond., F.R.C.S.I.

The Department of Anatomy and Physiology comprises two distinct Courses of Lectures—one on Anatomy and Physiology, the other on Descriptive and Surgical Anatomy, and also the teaching of Anatomy by Dissections throughout the day.

The Course of Anatomy and Physiology includes about 115 meetings, each of an hour's duration, held on the first five days of each week from November to April inclusive. These meetings are for lecture and occasional examinations on the subjects previously considered in the lectures. The lectures include a complete course of the Anatomy and Physiology of the general textures of the body, including the blood, chyle, &c., and a systematic account of the whole of the viscera, treated of as they are associated in groups for the several purposes of digestion, circulation, respiration, urination, innervation, and generation; also the organs of sense. In treating of every part or organ its healthy state is

shown by recent dissections and by preparations from the Museum illustrating it in man and animals, its diseased states and actions being referred to at the same time and contrasted with the healthy ones. The textures not visible to the naked eye are shown under a series of achromatic microscopes, so that during the Course every student in the class has an opportunity of judging for himself of the true characters of each part, and, by becoming familiarized with these, of recognising each when changed by disease.

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The Course of Practical Anatomy and Anatomical Demonstrations includes:—

1st. Dissections carried on throughout the day under the immediate superintendence of the Professor of Anatomy and Physiology, and the Demonstrator. Each Student is required to be steadily engaged in dissections during the whole Session. For this purpose the supply of subjects is regular and abundant, and thus affords the surest foundation for efficient medical teaching.

2nd. This Course includes the Anatomical Demonstrations, which consist of a complete Course of Descriptive and Surgical Anatomy, commencing with the anatomy of the skeleton and bones, and including the anatomy of the limbs and other parts, excluding that of the viscera and the physiology treated of in the Course of Anatomy and Physiology. The demonstrations are given on each of the first five days of the week, and are about 115 in number in each Session.

By the erection of part of the Anatomical buildings in the College grounds the Students have been relieved from the inconvenience of walking to and fro, for the distance of a mile, between the Practical Rooms and the College, as formerly.

It is earnestly to be hoped that the remainder of these buildings will now be undertaken, that the Anatomical and Physiological collection in the College Museum may be made available for teaching in the new buildings, and that the injury resulting from carrying the preparations for Lecture down the stairs and across the seats of the present Class-room may be obviated.

PRACTICE OF MEDICINE—*Professor, John Creery Ferguson*, M.A., M.B., *Hon. Fellow of King and Queen's College of Physicians, &c.*

The class meets four times each week, from the first week of November to the last of the following April.

An examination is held usually once a fortnight. The Course embraces the principles of Inflammation, Fevers, the diseases, organic and functional, of the viscera of the three great cavities of the human body. In treating of individual diseases, their pathology, semeiology, ætiology, and treatment, are the subjects chiefly dwelt on. Wherever it is possible, pathology is illustrated by the preparations afforded by our Museum, by drawings and plates, or by recent specimens. It may be added that the Professor's present connexion with the Belfast General Hospital adds greatly to the means of making his Course more useful and interesting to students.

THEORY AND PRACTICE OF SURGERY—*Professor, Alexander Gordon*, M.D.

Four Lectures are delivered weekly during the Medical Session. An examination is held each day on the subject of the preceding day's Lecture. Each Course comprises the following subjects:—

Inflammation,
Suppuration,
Mortification,
Erysipelas,
Burns,
Ulcers,
Wounds,
Hæmorrhage,
Diseases of the Arteries,
,, Veins,
Fractures of Trunk and Extremities,
,, Cranium, Injuries of the Brain and Scalp,
Dislocations,
Diseaes of the Joints,
Diseases of the Bursae,
,, Bone, benign and malignant,
,, the Jaws and Mouth,
,, the Fingers and Toes,
,, Female Breast,
,, Anus and Rectum,
,, Testis,
,, Hernia,
,, Prostate,
,, Bladder,
,, Eyes,
,, Larynx,
Syphilis,
Gonorrhœa,
Stricture.

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All the capital and minor operations are performed on the dead subject. The Professor delivers a separate Course of twenty-five Lectures on Operative Surgery.

MATERIA MEDICA—*Professor, James Seaton Reid,* M.D.

This Course includes—

1st. General Pharmacology, or the modes in which medicines act upon the living organism in a state of health.

2nd. Therapeutics, or the modes in which medicines act as curative agents.

3rd. Pharmacy.

4th. Dietetics, a review of the different kinds of food used in health and in disease.

5th. Special Pharmacology, or the history, composition, uses, and modes of administering medicinal agents for the cure of disease.

The Class meets four times each week. An examination is held once every week.

MIDWIFERY—*Professor, William Burden,* M.D.

Lectures four times a week during the six winter months consist of following subjects :—

Anatomy of the pelvis, so much as is required for midwifery. Its measurement and pelvimeters.

Contents of the pelvis. The functions of the uterus in its virgin state.

Conception—length of gestation—changes of the uterus and its appendages during gestation.

Growth of child from its earliest seen form until its full parasitic size.

Graafian vesicle and corpus luteum. Fœtus, its circulation, signs of maturity, weight, and length.

Plural births.

Proportion of births and deaths of males to females.

Superfœtation.

Signs of pregnancy.

Signs of approaching labour.

Natural labour, its progress; also the positions and progress of child till its separation from its mother.

Management of natural labour, including the arrangement of the bed and bed-room, and the proper dress and posture of the patient.

Tedious labour, its causes and treatment.

Labour requiring the use of instruments; their application taught on models in the class.

Cæsarean section and Sequltean operation—how to prevent the fœtus from getting large in uterus.

Premature labour—how to bring it on, and when it is necessary to do so.

Cross-births and their treatment.

Abortion—how to prevent it.

Extra uterine fœtations—how they occur, and their treatment.

Management of women after delivery, and treatment of such accidents and diseases as occur at this period.

Management of children after birth, washing, dressing, food, &c., and the choice of a wet-nurse, and treatment of such accidents as take place at this period, or soon after.

Practical midwifery taught by pupils attending patients in their own houses and in the Lying-in hospital, where Clinical Lectures are given.

MEDICAL JURISPRUDENCE—*Professor, Dr. Hodges.*

The Lectures in this Course are delivered twice weekly during six months. They include an account of the history and chemical investigation of poisons, and of the various subjects respecting which the evidence and assistance of Medical Practitioners may be required in Courts of Law. Experimental illus-

trations of the methods to be pursued in medico-legal inquiries are given, and frequent examinations held to test the progress of Students. No salary has been allocated to the Teacher of this department, and the duties, at the request of the Council, have, since the opening of the College, been performed by Dr. Hodges.

Appendix, No. 7.

Digest of Subjects and Courses.

ENGLISH LAW—*Professor, Echlin Molyneux*, Q.C.

The Professor of English Law, in conducting his department, has constantly kept in view the object of the Select Committee of the House of Commons in recommending the foundation of Chairs in Law in connexion with the Queen's Colleges, which, as they stated in their Report on Legal Education, was not merely to prepare Candidates for the Bar, and for the profession of Attorney and Solicitor, but to raise the standard of legal attainments amongst local practitioners, and especially to provide opportunities of legal education to qualify persons intended to fill administrative situations not strictly legal—a policy which has been since followed up by the Legislature conferring privileges, by way of inducement, on Candidates for the profession of Attorney and Solicitor, who shall avail themselves of these Schools of Law.

The Course of the *First* year in this department comprehends the elements of real and personal property, with the principles of conveyancing; that of the *Second* consists of an introduction to the principles and practice of Courts of Equity and the law of Bankruptcy; the *Third* Course includes the common law as incident to contracts, the nature and form of remedies by civil action, and an outline of criminal law, theoretical and administrative, which last completes the Curriculum of instruction required for the attainment of the Diploma of Elementary Law in the Queen's University. The subjects prescribed for Students of the *Fourth* year to qualify them for the Degree of LL.B. embrace a more extended and detailed course of the subjects already enumerated, including the law of wills, powers, evidence, and procedure.

The Lectures are made auxiliary to the cotemporaneous studies directed, and are accompanied by interrogation, independent of the General Examination and that for Honors. Such books, cases, and decisions, and portions of treatises are pointed out for reading as are considered by the Professor most useful in elucidating a branch of learning which is scarcely furnished with books exclusively intended for instruction; and no efforts have been spared to point out the peculiarities of the law in Ireland, whether proceeding from statutes or inherent diversity of practice, or to direct attention to the recent changes which have been introduced into the course of procedure.

From the first opening of the College to the present time the successive classes have spontaneously applied themselves with assiduity and perseverance to the various subjects of legal instruction, and several Non-Matriculated Students have from time to time availed themselves of the privilege afforded by the College Ordinances of attending detached Courses of the Lectures on selected subjects.

Under these circumstances, the Professor is gratified at being able to give the assurance that the Faculty of Law has fully realized the objects of its founders, and that a further extension of its public benefits would ensue upon the adoption by Government of the suggestion made by the same Committee of the House of Commons that a preference should be given to candidates for situations in the Civil Service, not of a purely legal nature, who could produce testimonials of legal attainments from those institutions—a rule which would fully accord with the principle laid down in a recent report of another Committee in relation to the Civil Service.

JURISPRUDENCE AND POLITICAL ECONOMY—*Professor, T. E. Cliffe Leslie*, LL.B.

The subjects embraced in the Course of Lectures on *Jurisprudence* are according to the regulations of this College, (1) the Elements of Jurisprudence, (2) Civil Law, (3) Constitutional Law, (4) Colonial and International Law.

In the treatment of these subjects both the *Historical* and *Philosophical* Methods are followed in the Lectures of the Professor. The Historical Method, for example, is applied in tracing the principal changes through which the laws

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Digest of Subjects and Courses.

of England have passed, the assignable causes of such changes, and the degree and manner in which, in comparison with the laws of Continental Europe, the laws of this kingdom have been affected by contact with the principles of Roman legislation. The method of Philosophical Analysis, on the other hand, is applied in investigating the doctrines of the foundation and classification of rights, the several parts and legitimate form of a complete code, the relation of Scientific Jurisprudence to other departments of Social Philosophy, and the means of improving the state of Positive Law as deducible from such considerations.

The subjects which a Course of Lectures on *Political Economy* must embrace are fewer and more definite than those classed under the less advanced and more complicated Science of Jurisprudence. It is the Professor's endeavour to illustrate the principles of Economic Science by the help of those practical applications which will be most interesting and useful in a large commercial town.

Appendix, No. 8.

General Class Examination.

APPENDIX No. 8.

General Class Examination at the end of the Session 1862–63.

First Year Students.

Greek—*Examiner, Professor MacDouall.*

I. Translate accurately and perspicuously these lines from the XVIIth Book of the *Ilias* :—

Ἵπποι δ' Αἰακίδαο[1] μάχης ἀπάνευθεν ἐόντες[1]
κλαῖον, ἐπεὶ δὴ πρῶτα πυθέσθην[1] ἡνιόχοιο[2]
ἐν κονίῃσι[1] πεσόντος[1] ὑφ' Ἕκτορος ἀνδροφόνοιο.[2]
ἦ μὴν Αὐτομέδων Διώρεος ἄλκιμος[2] υἱὸς
πολλὰ μὲν ἂρ μάστιγι θοῇ[2] ἐπεμαίετο[1] θείνων,[1]
πολλὰ δὲ μειλιχίοισι[2] προσηύδα,[1] πολλὰ δ' ἀρειῇ·[2]
τὼ[1] δ' οὔτ' ἂψ ἐπὶ νῆας[1] ἐπὶ πλατὺν Ἑλλήσποντον
ἠθελέτην[1] ἴεναι[1] οὔτ' ἐς πόλεμον μετ' Ἀχαιούς,
ἀλλ' ὥς τε στήλη[2] μένει ἔμπεδον,[2] ἥ τ' ἐπὶ τύμβῳ
ἀνέρος ἐστήκεν[1] τεθνηότος[1] ἠὲ γυναικός,[1]
ὣς μένον ἀσφαλέως[2] περικαλλέα[1] δίφρον[2] ἔχοντες
οὔδει[1] ἐνισκίμψαντε[2] καρήατα.[1] δάκρυα δέ σφιν[1]
θερμὰ κατὰ βλεφάρων[2] χαμάδις[2] ῥέε[1] μυρομένοισιν
ἡνιόχοιο πόθῳ·[2] θαλερὴ[2] δὲ μιαίνετο[1] χαίτη
ζεύγλης[2] ἐξεριποῦσα[1] παρὰ ζυγὸν ἀμφοτέρωθεν.
μυρομένω[1] δ' ἄρα τώ γε ἰδὼν ἐλέησε[1] Κρονίων,
κινήσας δὲ κάρη[1] πρότὶ[1] ὃν μυθήσατο θυμόν·
"ἆ δειλώ[2]! τί σφῶϊ[1] δόμεν[1] Πηλῆϊ[1] ἄνακτι
θνητῷ, ὑμεῖς δ' ἐστὸν ἀγήρω[1] τ' ἀθανάτω τε;
ἦ ἵνα δυστήνοισι[2] μετ' ἀνδράσιν ἄλγε' ἔχητον;
οὐ μὴν γάρ τί πού ἐστιν ὀϊζυρώτερον[2] ἀνδρὸς
πάντων, ὅσσα[1] τε γαῖαν ἔπι πνείει[1] τε καὶ ἕρπει.
ἀλλ' οὐ μὴν ὑμῖν γε καὶ ἅρμασι δαιδαλέοισιν
Ἕκτωρ Πριαμίδης ἐποχήσεται·[1] οὐ γὰρ ἐάσω.
ἦ οὐ ἄλις,[1] ὡς καὶ τεύχε'[1] ἔχει καὶ ἐπεύχεται[1] αὖτως[1];

σχῶϊν[1] *δ' ἐν γούνεσσι*[1] *βαλῶ*[1] *μένος ἠδ' ἐνὶ θυμῷ,*
ὄφρα καὶ Αὐτομέδοντα σαώσετον[1] *ἐκ πολέμοιο*
νῆας ἔπι γλαφυράς[2]*· ἔτι γάρ σθίσι*[1] *κῦδος ὀρέξω,*[1]
κτείνειν, εἰς ὅ κε νῆας ἐϋσσέλμους[2] *ἀφίκωνται*[1]
δύῃ[1] *τ' ἠέλιος*[1] *καὶ ἐπὶ κνέφας ἱερὸν ἔγθῃ.*

Appendix, No. 8.

General Class Examination.

II.—1. Parse fully and accurately the words thus numbered; noticing peculiarities in regard to the flexion of nouns and verbs, the omission of the verbal augment, the use or absence of contraction, and other distinctive features of the Homeric language.

2. Derive or decompound the words thus numbered, concisely illustrating any of them which may invite special remark.

3. Exemplify from the extract the Homeric usage of the distinctive pronoun (or "article"), and also of some other pronouns and of various particles; explaining likewise the *regimen* exercised here by one or two prepositions, and any *elleipsis* which may not be common in Attic.

4. Exemplify distinctly the rules of Homeric versification in regard to *hiatus* or the concurrence of final with initial vowels or diphthongs, setting aside instances that are only apparent, and pointing out any which—though real—are rare.

5. You may subjoin one or two very concise notes upon matters directly suggested by aught in the extract.

LATIN.—*Examiner, Rev. Dr. Reichel.*

A.—Translate :—

CICERO ATTICO S.

1. Nihil *ἐυκαιρότερον* epistola tua, quae me sollicitum de Quinto nostro, puero optimo, valde levavit. Venerat horis duabus ante Chaerippus: mera monstra nuntiarat. De Apollonio quod scribis, *qui illi dii irati!* homini graeco, qui *conturbare* quidem putat sibi licere: quod equitibus Romanis: nam Terentius suo jure. De Metello *ὀυκ ὀσιή φθιμενοισιν*, sed tamen multis annis civis nemo erat mortuus qui quidem. . . . . Tibi nummi meo periculo sint: quid enim vereris quemcunque heredem *fecit?* Nisi Publium fecit. Verum fecit non improbe, quamquam fuit ipse. Quare in hoc thecam nummariam non retexeris: in aliis eris cautior. Mea mandata de domo curabis: praedia locabis: Milonem admonebis. *Arpinatium fremitus est incredibilis de Laterio.* Quid quaeris? equidem dolui: *ὁ δ' ὀυκ ἐμπάζετο μόθων.* Quid superest? etiam. Puerum Ciceronem curabis et amabis ut facis.

Comment on the words and phrases printed in italics.

2. HE. Alienus quum eius incommodum tam aegre feras,
Quid me patrem par facerest, quoi illest unicus?
ER. Ego alienus? alienus illé? ah Hegio,
Numquam istuc *dixis*, neque animum *induxis* tuum:
Tibi ille unicus, mihi etiam unico magis unicust.
HE. Laudo malum quum amici tuum ducis malum.
Nunc habe bonum animum. ER. oieï huic illut dolet,
Quia nunc remissus est edundi exercitus.
HE. Nullumne interea nanctu's, qui posset tibi
Remissum quem dixti imperare exercitum?
ER. Quid credis? fugitant omnes hanc provinciam.
Quoi optigerat post Philopolemus quam captust tuus.

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General Class Examination.

He. Non pol mirandumst fugitare hanc provinciam.
Multis et multigeneribus opus est tibi
Militibus: primumdum opus Pistoriensibust:
Eorum aliquot genera sunt Pistoriensium:
Paniceis opus est, opus Placentinis quoque,
Opus Turdetanis, opus est, Ficedulensibus:
Tum maritumi omnes milites opus sunt tibi.
Er. Ut saepe summa ingenia in occulto latent:
Hic qualis imperator nunc privatus est!
He. Habe modo bonum animum, nam illum confido domum
In his diebus me *reconciliassere.*

Plautus.

Comment on the words and forms printed in italics.

QUESTIONS.

B.—1. Give the date of the institution of the censorship as a separate office; and state in Livy's words, if you can, the duties of that office.

2. What was its original term of office? when and by whose law was that term cut short? and how did the censors revenge themselves on the author of the law?

3. This law was once set at nought: when, and by whom?

4. Give the dates, in years of the city, of the introduction of the consulate, praetorship, tribuneship, aedileship, and state the functions of each of these offices.

5. There were two kinds of quaestors: specify them.

6. Give the Greek words for the above-named Roman magistracies.

7. Name the original seven hills of Rome: and then give the subsequent list.

8. What was the *Roma quadrata?*

9. Name the three original tribes, and distinguish between them and the subsequent thirty-five tribes.

10. What were the seats of the original tribes, and their probable origin?

11. State the distinction between the *patres, plebes,* and *clientes.* What is the derivation of the last word?

12. What traces of the kingly power remained at Rome throughout the Commonwealth?

13. How was the interrex nominated? how long did he hold office? and under what limitations did he act?

14. Give the leading circumstances of Cicero's life, with dates.

15. Give what is known of the life of Plautus, with his correct name, and with dates of his birth (probable) and of his death.

16. How many of his comedies survive? How many were the *fabulae Varronianæ?*

17. Specify the metres that occur in the *Captivi,* and give a description of them.

A.—Translate the following extracts into English:—

1. My. Quor tu obsecro hic me solam? Da. Hem, quae haec est fabula?
Eho Mysis, puer hic unde est, quisve huc attulit?
My. Satin sanu's, qui me id rogites? Da. Quem igitur rogem,
Qui hic neminem alium videam? Ch. Miror, unde sit.
Da. Dictura es quod rogo? My. Au. Da. Concede ad dexteram.

My. Deliras : non tute ipse ? Da. Verbum si mihi
Unum praeter quam quod te rogo . . . faxis cave.
Male dicis ? undest ? dic. My. A nobis. Da. Hahahae :
Mirum vero, impudenter mulier si facit
Meretrix ? Ch. Ab Andria haec est, quantum intellego.
Da. Adeon videmur vobis esse idonei,
In quibus sic inludatis ? Ch. Veni in tempore.
Da. Propera adeo puerum tollere hinc ab ianua :
Mane : cave quoquam ex istoc excessis loco.
My. Di te eradicent ; ita me miseram territas.
Da. Tibi ego dico an non ? My. Quid vis ? Da. At etiam rogas ?
Cedo, cuium puerum hic adposisti ? dic mihi.
My. Tu nescis ? Da. Mitte id quod scio : dic quod rogo.
My. Vostri. Da. Quoius nostri ? My. Pamphili ? Ch. Hem. Da. Quid Pamphili ?
My. Eho, an non est ? Ch. Recte ego semper fugi has nuptias.
Da. O facinus animadvertendum. My. Quid clamitas ?
Da. Quemne ego heri vidi ad vos adferri vesperi ?
My. O hominem audacem. Da. Verum : vidi Cantharam
Suffarcinatum. My. Dis pol habeo gratiam,
Quum in pariundo aliquot adfuerunt liberae.—Terence, Andrias.

2. Quanto opere vero amicitias desideraret, quarum infidelitatem extimescebat, declaravit in Pythagoreis duobus illis : quorum quum alterum vadem mortis accepisset, alter ut vadem suum liberaret praesto fuisset ad horam mortis destinatam, Utinam ego, inquit, tertius vobis amicus adscriberer ! Quam huic erat miserum ! carere consuetudine amicorum, societate victus, sermone omnino familiari, homini praesertim docto et a puero artibus ingenuis erudito, musicorum vero perstudioso, poetae etiam tragico ; quam bono nihil ad rem : in hoc enim genere nescio quo pacto magis quam in aliis suum cuique pulchrum est. Adhuc neminem cognovi poëtam, et mihi fuit cum Aquinio amicitia, qui sibi non optimus videretur : sic se res habet, Te tua, me delectant mea : sed ut ad Dionysium redeamus, omni cultu et victu humano carebat ; vivebat cum fugitivis, cum facinorosis, cum barbaris : neminem qui aut libertate dignus esset aut vellet omnino liber esse, sibi amicum arbitrabatur.

Cicero, Tusculan Questions, Book V.

1. Comment on the passage from Terence, so as to explain the by-play.
2. Comment on the forms *faxis, excessis, adposisti, vesperi.*
3. Comment on the syntax of *quum* in the last line.

B.—Re-translate the following passage into Latin prose :—

Contests at home were ended. A Veientian war sprung up : with them the Sabines had united their arms. P. Valerius, the Consul, having summoned the auxiliary troops of the Latins and Hernicans, and being sent with the army to Veii, straightway attacks the Sabine camp, which had been pitched before the walls of their allies : and threw them into such confusion, that, whilst they run out in maniples, dispersed, some in this and some in that direction, to keep off the force of enemy, that gate was taken against which he had first advanced his standards.

After this it was more a butchery than a battle within the rampart. The tumult spreads even into the city from the camp : the Veientians run to arms in as much consternation as though Veii were taken. Some go to aid the Sabines : some attack the Romans whilst entirely intent on attacking the camp. For a little time their attention was drawn away, and they were thrown into confusion : then they themselves made a stand,

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General Class Examination.

turning their standards both ways: and the cavalry, sent in on them by the Consul, routs and puts to flight the Tuscans. And in the same hour two armies, two most powerful and considerable neighbouring nations, were conquered.—Livy.

English Language.—*Examiner, Professor Craik.*

1. Describe the position of the English Language in the Indo-European Family of Languages.
2. Give an account of the Celtic branch of the Indo-European Family of Languages.
3. Give an account of the branch of the Indo-European Family of Languages to which the English Language fundamentally belongs.
4. Explain the rule or principle according to which their names are given to the several Vowels in the English alphabet.
5. Enumerate the principal sounds known to other European languages which are not to be found in our modern standard English.
6. Give an account of the Orthographic System of the author of the Ormiolum.
7. Mention any now obsolete forms or modes of expression which you remember in the Specimens that were read in the Class of former versions of the Scriptures.
8. Give an account of the Three distinct Forms, or Stages, which make up the entire known history of the English Language; describing the state, first, of the Vocabulary, secondly, of the Grammatical System in each, and mentioning the period over which each may be regarded as extending.

Modern Languages.—*Examiner, Dr. Frädersdorff.*

Translate into English :—

L'aurore, depuis des milliers d'années, n'a pas manqué une seule fois d'annoncer le jour. Elle le commence à point nommé, au moment et au lieu réglé. Le, soleil dit l'Ecriture, sait où il doit se coucher chaque jour. Par là il éclaire tour à tour les deux côtés du monde, et visite tous ceux auxquels il doit ses rayons. Le jour est le temps de la société, et du travail: la nuit, enveloppant de ses ombres la terre, finit toutes les fatigues et adoucit toutes les peines. Elle suspend, elle calme tout: elle répand le silence et le sommeil. En délassant les corps, elle renouvelle les esprits. Bientôt le jour revient, pour rappeler l'homme au travail, et pour ranimer toute la nature.

Mais, outre le cours si constant qui forme les jours et les nuits, le soleil nous en montre un autre, par lequel il s'approche pendant six mois d'un pôle, et au bout de six mois, revient avec la même diligence sur ses pas pour visiter l'autre. Ce bel ordre fait qu'un seul soleil suffit à toute la terre.

Cet astre ne fait pas moins de bien à la partie dont il s'éloigne, pour la tempérer, qu'à celle dont il s'approche, pour la favoriser de ses rayons. Ses regards bienfaisants fertilisent tout ce qu'il voit. Ce changement fait celui des saisons, dont la variété est si agréable. Le printemps fait taire les vents glacés, montre les fleurs et promet les fruits. L'été donne les riches moissons. L'automne répand les fruits promis par le printemps. L'hiver, qui est une espèce de nuit, où l'homme se délasse, ne concentre tous les trésors de la terra qu'afin que le printemps suivant les déploie avec toutes les grâces de la nouveauté. Ainsi la nature, diversement

parée, donne tour à tour tant de beaux spectacles, qu'elle ne laisse jamais à l'homme le temps de se dégoûter de ce qu'il possède.—FENELON, *Démonstration de l'existence de Dieu.*

L'ancienne maison de Holstein, fondue dans celle d'Oldenbourg, était montée sur le trône de Danemarck, par élection, en 1449 : tous les royaumes du nord étaient alors électifs : celui de Danemarck devint bientôt héréditaire. Un de ses rois, nommé Christiern III, eut pour son frère Adolphe une tendresse ou des ménagements dont on ne trouve guère d'exemple chez les princes. Il ne voulait point le laisser sans souveraineté, mais il ne pouvait démembrer ses propres Etats : il partagea avec lui, par un accord bizarre, les duchés de Holstein-Gottorp et de Slesvick, établissant que les descendants d'Adolphe gouverneraient désormais le Holstein conjointement avec les rois de Danemarck, que ces deux duchés leur appartiendraient en commun, et que le roi de Danemarck ne pourrait rien innover dans la Holstein sans le duc, ni le duc sans le roi. Une union si étrange, dont pourtant il y avait déjà eu un exemple dans la même maison pendant quelques années, était depuis prés de quatre-vingts ans une source de querelles entre la branche de Danemarck et celle de Holstein-Gottorp, les rois cherchant toujours à opprimer les ducs, et les ducs à être indépendants.

Translate into English :—

Der Pſalmſänger.

Der königliche Pſalmſänger hatte ſeinem Erretter eben eins der ſchönſten Lieder geſungen, und noch rauſchte das heilige Lüftchen, das beim Aufgang der Sonne durch ſeiner Harfe Klang ihn täglich weckte, in dieſer Harfe Saiten, als Satan gegen ihn ſtand und das Herz des Königs zum Stolz über ſeine Geſänge neigte. "Haſt du," ſprach er, "Allmächtiger, unter deinen Geſchöpfen eins, das ſüßer, als ich, dich lobe?"—Da flog im offenen Fenſter, vor dem er ſeine Hände ausbreitete, eine Heuochrecke auf den Saum ſeines Kleides und fing ihren hellen Morgengeſang an. Bald verſammelte ſich eine Menge Heuſchrecken um ſie, die Nachtigall flog heran, und im kurzem wetteiferten alle Nachtigallen mit einander zum Preiſe des Schöpfers.

Das Ohr des Königs ward aufgethan, und er vernahm den Geſang der Vögel, die Stimme der Heuſchrecken und aller Lebendigen, das Murmeln der Bäche, das Rauſchen der Haine, den Geſang des Morgenſterns, den entzückenden Klang der aufgehenden Sonne.—Verloren im hohen Einklange der Stimmen, die unaufhörlich und unermüdet den Schöpfer loben, verſtummte er und fand ſich in ſeinen Geſängen ſelbſt hinter der Heuſchrecke, die noch auf dem Saum ſeines Kleides girrte. Demüthig ergriff er die Harfe und ſang: "Lobet den Herrn, ihr, alle ſeine Geſchöpfe; lobe den Herrn auch du, mein Innerſtes, du, meine verſtummende Seele!"

Herder.

Grammatical Questions.

FRENCH.

1. State briefly the rules relating to the use of *du, des, de la, de l'.*
2. Give some examples referring to the general formation of the plural.
3. What is the plural of *bateau, trou, hôpital, cheval, bal?*
4. When is the obsolete form *ciels* used for *cieux*, and that of *oeils* for *yeux?* State also the difference, with respect to *meaning*, between *aïeuls* and *aïeux*.

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5. What are the plural forms of *amical, naval, loyal, partial, moral?*
6. Give the comparative and superlative degrees of *bon petit, mauvais.*
7. Write out the *Definite* and the *Imperfect Subjunctive* of the regular form of verbs, such as: *porter, remplir, devoir, vendre.*
8. Is the *d* of the root retained in *prendre, apprendre,* in the plural of the *Present Indicative,* as it is in the verbs *vendre, attendre?* Exemplify. Write out also the *Present Subjunctive, Definite,* and *Imperfect Subjunctive* of all these four verbs.

GERMAN.

1. Illustrate very briefly the characters of the *ancient* and of the *modern* form of declension in German.
2. Decline: guter Vater, der gute Vater, ein guter Vater. In like manner (with adjective gehorſam) decline: Sohn, Tochter, Kind.
3. Is the German adjective *declinable* when placed after its noun? Give some examples.
4. Write out the full termination of a verb, *e.g.*, reiten, finden, &c.
5. Form the *Imperfect* and *Past Participle* of arbeiten, reden, retten.
6. Of what gender are nouns in el, er, en, as a general rule?
7. Give the *Genitive Singular* and the *Dative Plural* of Engel, Eber, Degen.
8. Decline Nacht, Frau, Graf, Buch. What is meant in German by Umlaut?

Second Year Students.

Greek.—*Professor MacDouall.*

I. Translate accurately and perspicuously these lines from the XIIth Book of the *Odysseia*:

"ἔνθα τοι οὐκέτ' ἔπειτα διηνεκέως ἀγορεύσω,
ὁππότερη δή τοι ὀδὸς ἔσσεται, ἀλλὰ καὶ αὐτὸς
θυμῷ βουλεύειν· ἐρέω δέ τοι ἀμφοτέρωθεν.
"ἔνθεν μὲν γὰρ πέτραι ἐπηρεφέες, προτὶ δ' αὐτὰς
κῦμα μέγα ῥοχθεῖ κυανώπιδος Ἀμφιτρίτης·
'Πλαγκτὰς' δή τοι τάς γε θεοὶ μάκαρες καλέουσιν.
τῇ μέν τ' οὐδὲ ποτητὰ παρέρχεται, οὐδὲ πέλειαι
τρήρωνες ταί τ' ἀμβροσίην Διὶ πατρὶ φέρουσιν,
ἀλλά τε καὶ τῶν αἰεὶ ἀφαιρεῖται λὶς πέτρη.
τῇ δ' οὔ πω τις νηῦς φύγεν ἀνδρῶν, ἥ τις ἵκηται,
ἀλλά θ' ὁμοῦ ἑνακάς τε νεῶν καὶ σώματα φωτῶν
κύμαθ' ἁλὸς φορέουσι πυρός τ' ὀλοοῖο θύελλαι.
"ἔνθεν δ' αὖ δοιὼ σκοπέλω λεύσσοις ἄν, Ὀδυσσεῦ!
πλησίον ἀλλήλων, καί κεν διοϊστεύσειας.
τούτων δὲ σκοπέλων ὃ μὲν οὐρανὸν εὐρὺν ἱκάνει
ὀξείῃ κορυφῇ, νεφέλη δέ μιν ἀμφιβέβηκεν
κυανέη· τὸ μὲν οὔ ποτ' ἐρωεῖ, οὐδέ ποτ' αἴθρη
κείνου ἔχει κορυφὴν οὔτ' ἐν θέρει οὔτ' ἐν ὀπώρῃ.

οὐ κατά κεν βαίη βροτὸς ἀνὴρ οὔτ' ἀναβαίη·
πέτρη γὰρ λίς ἐστι περιξέστη εἰκυῖα.
μέσσῳ δ' ἐν σκοπέλῳ ἐστὶ σπέος ἠεροειδές·
οὐδέ κεν ἐκ νηὸς γλάφυρῆς αἰζήϊος ἀνὴρ
τόξῳ ὀϊστεύσας κοῖλον σπέος εἰσαφίκοιτο.
ἔνθα δ' ἐνὶ Σκύλλη ναίει δεινὸν λελακυῖα.
μέσση μέν τε κατὰ σπείους κοίλοιο δέδυκεν,
ἔξω δ' ἔξ ἴσχει κεφαλὰς δεινοῖο βερέθρου·
αὐτοῦ δ' ἰχθυάᾳ, σκόπελον περιμαιμώωσα,
δελφῖνάς τε κύνας τε καὶ εἴ ποθι μεῖζον ἕλῃσιν
κῆτος, ἃ μυρία βόσκει ἀγάστονος Ἀμφιτρίτη.
τὴν οὔ πώ ποτε ναῦται ἀκήριοι εὐχετόωνται
παρφυγέειν ξὺν νηΐ, φέρει δέ τε κρατὶ ἑκάστῳ
φῶτ' ἐξαρπάξασα νεὸς κυανοπρώροιο.
τὸν δ' ἕτερον σκόπελον χθαμαλώτερον ὄψει, Ὀδυσσεῦ!
τῷ ἐν ἐρινεός ἐστι μέγας φύλλοισι τεθηλώς.
τῷ δ' ὕπο δῖα Χάρυβδις ἀναῤῥοιβδεῖ μέλαν ὕδωρ·
τρὶς μὲν γάρ τ' ἀνίησιν ἐπ' ἤματι, τρὶς δ' ἀναροιβδεῖ
δεινόν. μὴ σύ γε κεῖθι τύχοις, ὅτε ῥοιβδήσειεν!
οὐ γάρ κεν ῥύσαιτό σ' ὑπὲκ κακοῦ οὐδ' Ἐνοσίχθων.
ἀλλὰ μάλα Σκύλλης σκοπέλῳ πεπλημένος ὦκα
νῆα παρὲξ ἐλάαν, ἐπεὶ ἦ πολὺ φέρτερόν ἐστιν
ἕξ ἑτάρους ἐν νηῒ ποθήμεναι ἢ ἅμα πάντας."

II.—In very concise notes illustrate the scope of this passage,—trace the connexion of its parts and their relations to the whole,—and show the true bearing of both the whole and the parts upon the poetic geography of the *Odysseia*. You may advert to certain erroneous interpretations and inferences usually associated with the passage through the influence of conceptions—whether geographical or mythical—which became current in after times. You may likewise notice differences of reading, and comment upon such phrases, constructions, forms of words, or metrical peculiarities, as invite special remark.

LATIN.—*Examiner, Rev. Dr. Reichel.*

A.—1. Dixi equidem et dico: captes astutus ubique
Testamenta senum, neu, si vafer unus et alter
Insidiatorem praeroso fugerit hamo
Aut spem deponas aut artem illusus omittas.
Magna minorve foro si res certabitur olim,
Vivet uter locuples sine gnatis improbus, ultro
Qui meliorem audax vocet in jus, illius esto
Defensor: fama civem causaque priorem
Sperne, domi si gnatus erit fecundave coniux.
Quinte, puta, aut Publi—gaudent praenomine molles
Auriculae—tibi me virtus tua fecit amicum:
Jus anceps novi, causas defendere possum:
Eripiet quivis oculos citius mihi, quam te
Contemptum cassa nuce pauperet: haec mea cura est
Ne quid tu perdas, neu sis iocus. Ire domum atque
Pelliculam curare iube: fi cognitor ipse:

Appendix, No. 8.

General Class Examination.

Persta atque obdura, seu rubra canicula findet
Infantes statuas, seu pingui tentus omaso
Furius hibernas cana nive conspuet alpes.
Nonne vide—aliquis cubito stantem prope tangens
Inquiet—ut patiens, ut amicis aptus, ut acer?
Plures adnabunt thunni et cetaria crescent.
Si cui praeterea validus male filius in re
Praeclara sublatus aletur, ne manifestum
Caelibis obsequium nudet te, leniter in spem
Adrepe officiosus, ut et scribare secundus
Haeres et, si quis casus puerum egerit orco
In vacuum venias: perraro haec alea fallit.
Qui testamentum tradet tibi cumque legendum
Abnuere et tabulas a te removere memento,
Sic tamen, ut limis rapias, quid prima secundo
Cera velit versu: solus multisne cohaeres
Veloci percurre oculo. Plerumque recoctus
Scriba ex quinqueviro corvum deludet hiantem,
Captatorque dabit risus Nasica Corano.
Num furis? an prudens ludis me obscura canendo?
O Laertiade, quidquid dicam aut erit aut non;
Divinare etenim magnus mihi donat Apollo.

2. Ceterum aestate qua sextum officii annum inchoabat, amplexus civitates trans Bodotriam sitas, quia motus universarum ultra gentium et infesta [hostilis exercitus] itinera timebantur, portus classe exploravit: quae ab Agricola primum adsumpta in partem virium sequebatur, egregia specie, cum simul terra simul mari bellum impelleretur, ac saepe iisdem castris pedes equesque et nauticus miles mixti copiis ac laetitia sua quisque facta, suos casus attollerent, ac modo silvarum ac montium profunda, modo tempestatum et fluctuum adversa, hinc terra et hostis, hinc victus oceanus militari iactantia compararentur. Britannos quoque, ut ex captivis audiebatur, visa classis obstupefaciebat, tanquam aperto maris sui secreto ultimum victis perfugium clauderetur. Ad manus et arma conversi Caledoniam incolentes populi, paratu magno, maiore fama, uti mos est de ignotis, oppugnare ultro castellum adorti, nutum ut provocantes addiderant: regrediendumque citra Bodotriam et excedendum potius quam pellerentur ignavi specie prudentium admonebant, cum interim cognoscit hostis pluribus agminibus irrupturos. Ac ne superante numero et peritia locorum circumiretur, diviso et ipse in tres partes exercitu incessit.

B.—1. Translate the above passages accurately.

2. Write brief notes on anything in them which may require elucidation, noticing various readings, ambiguity of meaning, &c.

3. Distinguish between *ultro* and *sponte*: between *seu, aut*, and *vel*: between *et, ac* or *atque*, and *que*: between *iam* and *nunc*: between *quum* and *quando*: between *quoque* and *etiam*: between *verum* and *vero*: between *certe* and *certo*: between *deinde* and *deinceps*.

4. Distinguish between *līber* and *liber*: between *cānent* and *cănent*: between *quōque* and *quŏque*.

5. Give the meanings and derivations, when known, of the following words: *scutula, persulto, perstringo, ius* (two meanings), *faex, scopae, scobs, limus, caprea, elixus, pulmentum, vesica, assus*.

6. Distinguish between *cavere alicui* and *cavere aliquem*: *consulere alicui* and *consulere aliquem*: *convenire alicui* and *convenire aliquem*: *cupere aliquid* and *cupere alicui*: *foeneror ab aliquo* and *foeneror alicui*.

7. What part of a legion was a *cohort?* Give the different divisions of the legion. *Appendix, No. 8.*

8. Draw a plan of a Roman camp, specifying the name of its gates, and give the most probable derivation of the name *decumana porta.* General Class Examination.

To be translated into Latin prose:—

Henry, Prince of Wales, eldest son of the King of Great Britain, happy in the hopes conceived of him, and now happy in his memory, died on the sixth of November, in the year of our Lord one thousand six hundred and twelve, to the extreme concern and regret of the whole kingdom, being a youth who had neither offended nor satiated the minds of men. He had, by the excellence of his disposition, excited high expectations among great numbers of all ranks: nor had through the shortness of his life disappointed them. One capital circumstance added to these was the esteem in which he was commonly held, of being firm to the cause of religion; and men of the best judgment were fully persuaded, that his life was a great support and security to his father from the danger of conspiracies: an evil against which our age has scarce found a remedy: so that the people's love of religion and of the king overflowed to the prince: and this consideration deservedly heightened the sense of the loss of him. His person was strong and erect: his stature of a middle size: his limbs well made: his gait and deportment majestic: his face long and inclining to leanness: his habit of body full: his look grave, and the motion of his eyes rather composed than spirited.—Lord Bacon.

Modern Languages.—*Examiner, Dr. Frädersdorff.*

Translate into English:—

Le *Siècle de Louis XIV.* est la plus parfaite des œuvres historiques de Voltaire. Plein d'une admiration sincère pour cette brillante époque, il l'étudie avec amour et la raconte avec gravité. La pensée philosophique qui le dirigeait était la même qui avait inspiré, l'*Essai sur les mœurs.* "Ce n'est point seulement la vie de ce prince que j'écris, ce ne sont point les annales de son règne, c'est plutôt l'histoire de l'esprit humain, puisée dans le siècle le plus glorieux à l'esprit humain." Il *rassembla longtemps les matériaux* de ce grand travail, longtemps il s'occupa à *donner chaque jour quelque coup de pinceau à ce beau siècle de Louis XIV. dont* il voulait *être le peintre et non l'historien.* On regrette seulement qu'un plan mal conçu ait divisé les différentes parties d'un tableau qui devait surtout frapper par son ensemble. Voltaire expose d'abord les événements politiques; puis il rapporte les anecdotes relatives à la vie privée du monarque; il examine ensuite les questions de finances, l'état des lettres et des arts, et finit par les affaires ecclésiastiques. "Puisque tout s'enchaîne dans les choses humaines," dit Gibbon, "et que les unes ne sont souvent que la cause ou la conséquence des autres, pourquoi les séparer dans l'histoire?" L'historien anglais remarque ensuite avec justesse que la première partie de l'ouvrage est beaucoup moins intéressante que la seconde. Les lettres, les arts et les mœurs offraient à l'écrivain une matière presque entièrement neuve, tandis que les sièges et les batailles, traités déjà dans une foule de récits, ne permettaient à Voltaire d'autre supériorité que celle du style et de la précision.

Appendix, No. 8.

General Class Examination.

Translate into French or German :—

My children, the offspring of temperance, as they were educated without softness, so they were at once well-formed and healthy ; my sons hardy and active, my daughters beautiful and blooming. When I stood in the midst of the little circle, which promised to be the supports of my declining age, I could not avoid repeating the famous story of Count Abensberg, who, in Henry the Second's progress through Germany, while other courtiers came with their treasures, brought his thirty-two children, and presented them to his sovereign, as the most valuable offering he had to bestow. In this manner, though I had but six, I considered them as a very valuable present made to my country, and consequently looked upon it as my debtor.

Translate into English :—

Endlich erſcheint der gefürchtete Morgen; aber ein undurchdringlicher Nebel, der uber das ganze Schlachtfeld verbreitet liegt, verzögerte den Angriff noch bis zur Mittagsſtunde. Vor der Fronte kniend hält der König ſeine Andacht; die ganze Armee, auf die Knie hingeſtürzt, ſtimmt zu gleicher Zeit ein rührendes Lied an, und die Feldmuſik begleitet den Geſang. Dann ſteigt der König zu Pferde, und blos mit einem ledernen Koller und einem Tuchrock bekleidet (eine vormals empfangene Wunde erlaubte ihm nicht mehr, den Harniſch zu tragen) durchreitet er die Glieder, den Muth der Truppen zu einer frohen Zuverſicht zu entflammen, die ſein eigner ahnungsvoller Buſen verleugnet. Gott mit uns, war das Wort der Schweden; das der Kaiſerlichen: Jeſus Maria. Gegen eilf Uhr fängt der Nebel an, ſich zu zertheilen, und der Feind wird ſichtbar. Zugleich ſieht man Lützen in Flammen ſtehen, auf Befehl des Herzogs in Brand geſteckt, damit er von dieſer Seite nicht überflügelt würde. Jetzt tönt die Loſung, die Reiterei ſprengt gegen den Feind, und das Fußvolk iſt im Anmarſch gegen die Gräben.

Das Schloß am Meere.

Haſt du das Schloß geſehen,
Das hohe Schloß am Meer?
Golden und roſig wehen
Die Wolken drüber her.

Es möchte ſich niederneigen
In die ſpiegelklare Fluth;
Es möchte ſtreben und ſteigen
In der Abendwolken Gluth.—

„Wohl hab' ich es geſehen
Das hohe Schloß am Meer,
Und den Mond darüber ſtehen
Und den Nebel weit umher."—

Der Wind und des Meeres Wallen
Gaben ſo friſchen Klang?
Vernahmſt du aus hohen Hallen
Saiten und Feſtgeſang?

„Die Winde, die Wogen alle
Lagen in tiefer Ruh,
Einem Klaglied aus der Halle
Hört ich mit Thränen zu."—

Saheſt du oben gehen
Den König und ſein Gemahl?
Der rothen Mäntel Wehen?
Der goldnen Kronen Strahl?

Führten ſie nicht mit Wonne
Eine ſchöne Jungfrau dar,
Herrlich, wie eine Sonne,
Strahlend im goldnen Haar?

„Wohl ſah ich die Eltern beide
Ohne der Kronen Licht,
Im ſchwarzen Trauerkleide;
Die Jungfrau ſah ich nicht."

Uhland.

Grammatical Questions.

FRENCH.

1. How does a difference of gender affect the *meaning* of the following words: *capre, garde, mémoire, solde, somme?*

2. Give the tenses and persons in which the final radical *l* or *t* is doubled in verbs *appeler, jeter, niveler, étinceler.*

3. May the *accent grave* on the *penultima* in certain tenses and persons of verbs, such as *mener, achever, lever, promener,* &c., be referred to any rule analogous to that requiring the doubling of *l* or *t* in the preceding case? Exemplify.

4. When, and for what special object, is the insertion of a supplementary *e* required after the final *g* in verbs *mang-er, charg-er, abreg-er,* &c.?

5. May the accidental use of the *cédille* in verbs *suc-er, announc-er, avanc-er,* &c., be considered as analogous in its effect, compared with the supplementary *e* in verbs with the final radical *g*? Before which vowels is the *cédille* employed under *c*? Give examples.

6. What is the difference, with respect to meaning, conveyed by verbs expressing *fear,* when followed by *ne* or by *ne pas* in the subordinate clause? Exemplify the rule.

7. If replacing *si* (*if*) by *que* in the co-ordinate clause, should the latter conjunction (*que*) be followed by the *Indicative* (as after *si*) or by the *Subjunctive?* Form some phrases illustrating this question.

8. Write out the Present and the Imperfect Subjunctive of the verbs *aller, mourir, s'asseoir, valoir, vouloir.*

GERMAN.

1. When may the e be dropped in the last syllable of the genitive and dative singular of the *strong* declension?

2. Decline der hohe Baum, dieſes ſchöne Schloß, viele neue Bücher.

3. German adjectives have two forms of declension—when are they respectively used? State the case-endings of each form.

4. Define what is meant in German by the *strong* and the *weak* declension.

5. Decline ich, du, er, ſie, es.

6. Give the second person singular of all the simple tenses in the indicative and subjunctive moods of loben, both active and passive.

7. Give the first person singular of the imperfect, indicative, and sub-

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General Class Examination.

junctive, and the past participle, of finden, ſpinnen, bitten, eſſen, reiten, and bleiben.

8. What cases are governed by the following prepositions: von, mit, ohne, wegen, nach?

9. Of what gender are substantives ending in heit and ſchaft? Mention any other terminations of the same gender, with exceptions.

10. Of what gender are *primary derivative substantives*, as a *general* rule, and how are they formed from verbs?

LOGIC.—*Examiner, Rev. Dr. M'Cosh.*

1. Define "discursive thought." What are the various exercises of discursive thought? Is there discursive thought in the abstract notion? in the general notion? if so, what is it? Is there discursive thought in the singular concrete notion? Can this notion have a place in Logic? Give reasons with your answers.

2. What can Logic do in the way of making our notions clearer, more distinct, and adequate? What particular processes does it recommend for this purpose? Show precisely how these processes are fitted to accomplish this end, more especially as to abstract and general notions.

3. What are the laws of thought involved in the use of signs? In the use of signs, do we think of all that is contained in the notion? What incidental evils arise from this? How may these evils be remedied?

4. "Man is capable of living in a greater variety of regions and climates than any of the lower animals." What are the terms in this proposition? What sort of terms are they? Interpret the proposition both as to its extension and comprehension. Convert the proposition. What is its subaltern? what its contrary? and what its contradictory?

5. The barbarians of the isle of Melita, when they saw the venomous beast hang on Paul's hand, "said among themselves, 'No doubt this man is a murderer, whom, though he hath escaped the sea, yet vengeance suffereth not to live.' And he shook off the beast into the fire, and felt no harm. Howbeit they looked when he should have swollen, or fallen down dead; but after they had looked a great while, and saw no harm to him, they changed their minds, and said he was a god." Put the reasoning that passed through the minds of these barbarians in proper form, and show what premises are necessary in order to its validity.

6. "One of us two is not speaking the truth: I am speaking the truth." What is the conclusion to be drawn? Put the reasoning in the form of a disjunctive, and designate the parts of the argument. Reduce the disjunctive to the categorical form.

7. (*a*) Examine the following: Slavery cannot be condemned by God, as it has a place in the Old Testament, and what has a place in the Old Testament cannot be condemned by God. Or, (*b*) examine the doctrine that reasoning is an inference from particulars, and that we do not need to frame a general proposition or major premiss.

8. A writer is arguing against the existence of intuitive truth, and he proves that we cannot discover any truth without the knowledge and experience of objects. Show what is the fallacy into which he has fallen, and in doing so, define that fallacy, and explain its nature.

9. What is the nature of the joint dogmatic and deductive method? Why is it called dogmatic? What sort of assumptions are we entitled to make? Why is it called deductive? Where do we get our majors in the deduction? In what sciences is it available? Why has it failed in other sciences in which it has been used?

10. Examine the following statement of Mr. Mill: "What follows from a definition follows in reality from an implied assumption that there exists

a real thing conformable thereto. This assumption, in the case of the definitions of geometry, is false. There exist no real things exactly conformable to the definitions. There exist no points without magnitude; no lines without breadth, nor perfectly straight; no circles, with all their radii exactly equal; nor squares, with all their angles, perfectly right."

11. Show how experiential evidence is called moral, and as you do so, define "evidence," and "experiential" and "moral." Show how man may be responsible for his belief.

12. What is the argument from analogy? What is necessary to make an argument from analogy conclusive? In particular, under what conditions may we reason from analogy in natural science? What fallacy would we fall into if, in interpreting the parable of the Importunate Widow, we should infer that God is in all respects like the unjust judge?

13. In rivers running north in European and Asiatic Russia, it is found that the right or east bank is usually steeper and higher than the left, evidently owing to the water pressing more on the east bank. The cause of this phenomenon is supposed to be the velocity eastward acquired in the south by reason of the eastward rotation of the earth being retained as it goes north, and being greater than the velocity eastward of the right bank of the stream in the northern regions. Show by what canon of induction you would justify this, and in doing so, show that it applies. Indicate how the reasoning involved could be stated in syllogistic form.

14. Show how induction and deduction may be combined. What is meant by verification of inductions? Give examples from physical or mental science.

N.B.—Those seeking *Honors* are expected to answer the above. Others are expected to answer *twelve*. Those aiming at mere *Pass* may substitute any number of the following for a like number of the above:—

(*a*) What is logical definition? What are the rules of definition? How far are definitions to be exacted?

(*b*) In what ways may propositions be converted? Convert the following: "Reptiles are cold-blooded;" "food is necessary to life."

(*c*) Examine the following by the rules of logic: "All wise legislators suit their laws to the genius of their nation; Solon did this; therefore he was a wise legislator."

(*d*) Examine the following: "He who has a fever is unfit to travel: this man is unfit to travel: therefore he has a fever."

(*e*) Define "fallacy." How does Archbishop Whately divide fallacies? Define *fallacia accidentis*. Explain what is meant by "reasoning in a circle."

NATURAL PHILOSOPHY.—*Examiner, Dr. Stevelly.*

PHYSICS.

1. Define the terms, force, statics, dynamics, and equilibrium. Show how forces are measured numerically, and represented geometrically; and state and explain the three conditions necessary to determine or identify a force.

2. State and explain the distinction between static and dynamic force; and state and prove the condition which determines the equilibrium of any number of statical forces applied simultaneously to the same point of a body.

3. Find the single resultant of any number of parallel forces applied at several points of a rigid body, when they have a single resultant; show that if the points of application of these forces remain unchanged, but

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the directions of all the component forces be simultaneously and equally changed so as to preserve their parallelism, the resultant passes through one point unchanged in its position. Name that point. State the case in which such parallel forces have no single equivalent, and no such point can be assigned.

4. Find the velocity acquired by a heavy body in falling from the top to the bottom of a perfectly smooth inclined plane, or down a series of such planes. Show that the velocity with which a heavy particle would issue from the lower orifice of a smooth curved tube of any form, after having descended from the upper orifice, is unvaried in whatever position the tube be placed, the positions of the upper and lower orifices being kept invariable.

5. Enunciate the three laws of motion, and give a short analysis of each of them.

6. Show that the pressure of a heavy fluid on the several points of the sides of a vessel which contains it, is the same at the several parts of the same horizontal plane, whatever be the shape of the rest of the vessel, provided it be filled to the same vertical height above that plane. State and briefly explain the hydrostatic paradox.

7. Show that the heights of the free surfaces of two immiscible heavy fluids above their common surface in two communicating branches of a vessel which contains them, are reciprocally proportional to the densities of these fluids.

8. State as many sources of electrical excitement as you can remember, and explain the action and use of the common electrical machine.

9. Give some examples of the effects of statical electricity. Explain induction, and the two kinds of electrical discharge. State the leading distinctions between dynamical and statical electricity, and enumerate the leading classes of effects of dynamic electricity.

10. Explain the terms, dip, declination, and variation of the magnetic needle. Is each constant, or does it vary (1) at a given place, (2) from time to time? Explain "intensity," and how its amount is determined at any place and time.

11. What is the relation between the angles of incidence and reflexion; also between the angles of incidence and refraction? Give an accurate definition of each of these angles.

12. Explain the astronomical terms, Horizon, Equator, Meridian, Ecliptic; and explain what is meant by the perihelion and aphelion distances of one of the planets; also the perigee and apogee of the Moon's orbit.

Third Year Students.

Latin.—*Examiner, Dr. Reichel.*

[honor class.]

Translate the following extract into Latin prose:—

A law there is mentioned among the Greeks, whereof Pittacus is reported to have been author; and by that law it was agreed, that he which being overcome with drink did then strike any man, should suffer punishment double as much as if he had done the same being sober. No man could ever have thought this reasonable, that had intended thereby only to punish the injury committed according to the gravity of the fact: for who knoweth not that harm advisedly done is naturally less pardonable,

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and therefore worthy of sharper punishment? But forasmuch as none did so usually this way offend as men in that case, which they wittingly fell into, even because they would be so much the more freely outrageous; it was for their public good, where such disorder was grown, to frame a positive law for remedy thereof accordingly. To this appertain those known laws of making laws, as that law-makers must have an eye to that place where, and to the men amongst whom: that one kind of laws cannot serve for all kind of regiment: that where the multitude beareth sway, laws that shall tend to the preservation of that state must make common smaller offices to go by lot, for fear of strife and division likely to arise: by reason that ordinary qualities sufficing for discharge of such offices, they could not but by many be desired, and so with danger contended for, and not missed without grudge and discontentment: whereas at an uncertain lot, none can find themselves grieved, on whom soever it lighteth: contrariwise the greatest, whereof but few are capable, to pass by popular election, that neither the people may envy such as have those honours, inasmuch as they themselves bestow them, and that the chiefest may be kindled with desire to exercise all parts of rare and beneficial virtue, knowing they shall not lose their labour by growing in fame and estimation among the people.—HOOKER.

Translate the following into Latin elegiacs:—

Gods of my country by whose advice the foreign fleet
Came hither and built an Euboean city,
Avert this pest from our shore
If you founded the city with good omens!
And you, innocent shades, whom poison
Killed before your days,
Bring hither your avenging torches, and with fire
Torment the causes of your death!
And you, O muses, the poets' deities,
Not to be profaned by my songs,
Spare, if I have hurt your ears for the first time,
I have been provoked to take arms!

QUESTIONS.

A.—1. By what means was the development of Roman law principally carried on (α) in the earlier, (β) in the later, Commonwealth, (γ) under the Empire?

2. What was the *edictum Praetoris perpetuum*? and when did it become finally fixed?

3. Define *Agnatic* and *Cognatic* relationship. What is the foundation of the former?

4. What was the original extent of the Patria Potestas, and what was the utmost relaxation of it in Roman law?

5. Specify the three methods of marriage anciently used at Rome. What was the reason of their going subsequently into almost entire disuse?

6. When did *tutela* terminate in the case of males, and how was this defect supplied?

7. What is the proper Roman definition of an inheritance?

8. What was the original object of wills at Rome?

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General Class Examination.

9. What were the original methods of making wills at Rome, among (α) patricians, (β) plebeians? and what method came subsequently into general use?

10. In case of intestacy, how did inheritances go?

11. The new mode of making wills differed from the old one in three important points?

12. When were legacies first made legal?

B.—1. Specify the chief particulars of the legislation (α) of Tib. Gracchus, (β) of Caius Gracchus.

2. Specify the laws intended to be carried by M. Livius Drusus in his tribunate.

3. Which of these laws did he actually carry; and on what *legal* pretence were they, after his death, treated as null and void?

4. What was the *lex Varia de majestate?*

5. Give an exact account of what is known of the *lex Servilia* (*Caepionis*) and the *lex Servilia* (*Glauciae*).

6. Give a brief sketch of the internal history of Rome between the tribuneship of C. Gracchus and the dictatorship of Sulla, with dates.

7. Give an accurate statement of the constitution established by Sulla.

HISTORY AND ENGLISH LITERATURE.—*Examiner, Professor Craik.*

ENGLISH LITERATURE.

1. Mention the most important of the facts bearing upon the history of the English Language, or of English Literature, by which each century has been marked, from the eleventh to the eighteenth inclusive.

2. Sketch the biography of Chaucer, and notice the state of literature in Italy and in France, as well as in England, when he began to write.

3. Sketch the biography of Spenser.

4. Compare, in respect of spirit and manner, the poetry of Chaucer with that of Spenser.

5. Write a short criticism on Shakespeare's "Julius Cæsar."

6. Sketch the course of the action in any other of Shakespeare's plays.

7. Compare the poetical manner of Pope with that of Dryden.

8. Explain the nature of verse, and the sources of the pleasure which it gives.

9. Enumerate the principal Poetical Writers of the present century, mentioning at least one of the works of each.

10. Give an account of any work in Prose that you have read by a living author.

11. Explain what Aristotle appears to mean by his doctrine that all Poetry and all Art is Imitation.

12. State how you meet and dispose of the objections that have been taken to some passages in Aristotle's *Poetic* as being inconsistent with other passages.

HISTORY.

1. Explain the Metonic Cycle, the Cycle of the Sun, the Cycle of the Indiction, and the Julian Cycle or Period.

2. Give an account of what are called the Old and the New Styles.

3. State what appears to be the true history of the formation of the English Parliament.

4. Explain the conflicting hereditary claims to the crown of the Houses of York and of Lancaster.

5. Recount the succession of Administrations in the reign of Charles II.
6. Give an account of either the Popish Plot or the Rye-House Plot.
7. Give an account of any one of the following personages :—Thomas à Becket; Cardinal Wolsey; the first Villiers Duke of Buckingham; the Earl of Strafford; Lord Stafford; Shaftesbury; Danby; Lord Russell; Algernon Sidney; Monmouth.
8. Give an account of the Petition of Right.
9. Give an account of the Habeas Corpus Act.
10. Give an account of the *New Science* of Vico and his followers.
11. Give the history of the doctrine of the Cycle of Forms of Government.
12. State what appear to be the chief recommendations of the study of History as a mental gymnastic.
13. Sketch the course of the principal events in any one of the Nine Periods (except the First, the Second, and the Ninth) into which the History of the World was divided in the Lectures.

Appendix, No. 8.

General Class Examination.

MODERN LANGUAGES.—*Examiner, Dr. Frädersdorff.*

[HONOR CLASSES.]

Translate into English :—

C'est surtout par Rome que la Gaule connut la Grèce. Quoique les colonies helléniques viennent avant Rome la visiter, elles ne font qu'en toucher le bord. Rhodes établit un comptoir à l'embouchure du Rhône. Marseille elle-même y demeure pendant six siècles isolée dans son élégante civilisation. Elle introduit la Grèce en Gaule ; elle ne transforme pas les Gaulois en Grecs. "Marseille," dit un géographe latin, contemporain de l'empereur Claude, "est une ville d'origine phocéenne, placée entre des nations sauvages maintenant pacifiées, mais dont elle diffère beaucoup. Il est merveilleux avec quelle facilité elle a conquis sa place parmi elles, et combien elle a conservé fidèlement jusqu'à ce jour sa propre civilisation." La Grèce ignorait profondément cette Gaule, où ses propres enfants s'étaient depuis longtemps établis. Diodore de Sicile, qui écrivait après César, parle des régions transalpines comme d'un pays où tous les fleuves sont glacés.

La civilisation grecque fut donc circonscrite ici dans un étroit espace. Elle eut sa vie à part, jusqu'à ce que cette contrée fût devenue entièrement romaine. Alors seulement nous voyons les sciences et les arts grecs se répandre dans les provinces gauloises, comme ils avaient prévalu à Rome. Du temps de Cêsar, les Gaulois se servaient de caractères helléniques pour écrire leur propre langue. Sous les Antonins, Lucien mentionne un philosophe gaulois, c'est-à-dire probablement un druide, qui était instruit dans les lettres de la Grèce et parlait très bien la langue grecque. Les médailles gauloises frappées avant la conquête sont d'un travail grossier : après cette époque, la Gaule donne des sculpteurs à Rome. Ce fut de Clermont qu'on fit venir l'artiste chargé d'exécuter la statue colossale de Néron. Au IV^{e} siècle le grec était aussi usuel à Arles que le latin. Le peuple chantait indifféremment l'office religieux dans ces deux langues.

Hyppolyte. Je ne la cherchais pas ;
C'est vous qui sur ces bords conduisîtes ses pas ;
Vous daignâtes, seigneur, aux rives de Trézène
Confier en partant Aricie et la reine :

Appendix, No. 8.

General Class Examination.

Je fus même chargé du soin de les garder.
Mais quels soins désormais peuvent me retarder ?
Assez dans les forêts mon oisive jeunesse
Sur de vils ennemis a montré son addresse :
Ne pourrai-je, en fuyant un indigne repos,
D'un sang plus glorieux teindre mes javelots ?
Vous n'aviez pas encore atteint l'âge où je touche,
Déjà plus d'un tyran, plus d'un monstre farouche,
Avait de votre bras senti la pesanteur ;
Déjà, de l'insolence heureux persécuteur,
Vous aviez des deux mers assuré les rivages ;
Le libre voyageur ne craignait plus d'outrages;
Hercule, respirant sur le bruit de vos coups,
Déjà de son travail se reposait sur vous :
Et moi, fils inconnu d'un si glorieux père,
Je suis méme encor loin des traces de ma mère !
Souffrez que mon courage ose enfin s'occuper :
Souffrez, si quelque monstre a pu vous échapper,
Que j'apporte à vos pieds sa dépouille honorable,
Ou que d'un beau trépas la mémoire durable,
Eternisant des jours si noblement finis,
Prouve à tout l'avenir que j'étais votre fils.

Translate into French or German :—

Man has been thrown naked upon the earth ; weak, incapable of flying like a bird, of running like a stag, of creeping like a serpent; without means of defence, in the midst of terrible enemies, armed with claws and fangs ; without the means of braving the inclemency of the seasons, in the midst of animals covered with wool, scales, or fur ; without shelter, when every one has its den, its burrow, its nest, its shell ; without arms, when all are armed around him and against him. Well ! he has asked of the lion his cave for a dwelling, and the lion has retired before his glance ; he has spoiled the bear of his fur, and it was his first clothing ; he has torn his horn from the bull, and formed it into his first cup.

Translate into English :—

Das Intereſſe, welches die Geſchichte des peloponneſiſchen Krieges hatte, muß man jeder neuern Geſchichte, die man für die Neueren ſchreibt, zu geben ſuchen. Das eben iſt die Aufgabe, daß man ſeine Materialien ſo wählt und ſtellt, daß ſie des Schmuckes nicht brauchen, um zu intereſſiren, Wir Neuern haben ein Intereſſe in unſerer Gewalt, das kein Grieche und kein Römer gekannt hat, und dem das vaterländiſche Intereſſe bei weitem nicht beikommt. Das letzte iſt überhaupt nur für unreife Nationen wichtig, für die Jugend der Welt. Ein ganz anderes iſt es, jede merkwürdige Begebenheit, die mit Menſchen vorging, den Menſchen wichtig darzuſtellen. Es iſt ein armſeliges, kleinliches Ideal, für eine Nation zu ſchreiben: einem philoſophiſchen Geiſt iſt dieſe Gränze durchaus unerträglich.

Schiller.

Glaube.

Mit dem Vogel ſind geflogen
Seine Kinder über's Meer.
Droben ward der Himmel trüber;

Drunten brauf'ten Sturmeswogen;
Und die Kinder klagten sehr:
„Ach! wie kommen wir hinüber?
Nirgend will ein Land uns winken,
Und die müden Schwingen sinken!"—
Aber ihre Mutter sagt:
„Kinder, bleibet unverzagt!
Fühlt ihr nicht im tiefsten Innen
Unauf haltsam einen Zug,
Neuen Frühling zu gewinnen?
Auf! In jenem ist kein Trug,
Der die Sehnsucht hat gegeben;
Er wird uns hinüberheben
Und euch trösten balde, balde,
In dem jungbelaubten Walde."

Fröhlich.

NATURAL PHILOSOPHY.—*Examiner, Dr. Stevelly.*

[HONOR PAPER.]

1. If you divide the base (BC) of any triangle (ABC) into two parts by a point (D) so that the parts shall bear to each other the ratio of m to n, and apply at the vertex (A) two forces simultaneously in the directions of the sides (AB and AC) and bearing to each other respectively the ratio of these sides, each multiplied by the number expressing the ratio of the alternate segment of the base ($AB \times n$ and $AC \times m$). Prove that a force applied along with those at the vertex in the direction of the line which joins the point of section with the vertex (DA) and bearing to either of the other forces the proportion of the joining line multiplied by the sum of the numbers which express the ratio of its segment, to the representative of the force with which you compare it AD $(m+n)$ to ($AB \times n$ or to $AC \times m$) will equilibrate with them.

2. Prove that if you represent each of any number of forces applied together at the same point (A) by lines drawn in the direction and proportion of each of these forces, and at the extremities of each of these lines you place the centres of gravities of bodies having equal masses, the equivalent of all these forces will be represented by a line whose direction coincides with the line which joins the point of application of the forces with the centre of gravity of all these equal masses, and whose length is equal to the length of that joining line multiplied by the number (n) of the component forces.

3. A uniform rectangular bar whose weight is W, has two weights P and Q attached to the middle points of its ends, the length of the bar being l; at what distance from the force P must a fulcrum (say a knife-edge) be placed so that these weights shall balance in any position of the bar?

4. Show that any number of couples, applied simultaneously to the same rigid body, can be reduced to a single equivalent couple, and show how the axis of that equivalent couple is determined.

5. Define the centre of oscillation of a heavy pendulous mass; show that any heavy mass suspended by any axis inflexibly connected with it, but not passing through its centre of gravity, has a centre of oscillation: and show that if that same heavy mass were suspended by a parallel axis passing through that centre of oscillation it would be a pendulum of the

Appendix, No. 8.

General Class Examination.

same length: in other words, the centres of suspension and of oscillation of the same heavy mass are convertible.

6. Enunciate each of Kepler's three laws of planetary motion; and show that if an inert particle in motion be continually drawn laterally towards a fixed point, the radius vector or line joining the moving particle with that fixed point will sweep over areas proportional to the times of motion.

7. If each of the planets moved in an exact circular orbit round the Sun at rest in their common centre, show by Kepler's third law that the accelerating force of gravity of the Sun, exerted on any two of them, would be proportional to the inverse squares of their distances from the Sun.

8. Show how from the observed altitude of a heavenly body taken at a place whose latitude is known, and at a given instant of time as shown by a well-regulated sidereal clock, the declination and right ascension of that object can be calculated.

9. Into a vessel I pour three inches of mercury, specific gravity 13·575; over that I pour fifteen inches deep of distilled water; over that four inches of olive oil, specific gravity 0·915; over that six inches of commercial spirit of wine, specific gravity 0·855; and leave the vessel above open to the pressure of the atmosphere, the barometer standing at 30 inches: find the formula which expresses the accumulated pressure in lbs. avoirdupois which is sustained by one square inch of the sides or bottom of the containing vessel, the centre of gravity of which square inch is three inches beneath the upper surface of the layer of mercury. (Do not go through the arithmetic computation.)

10. Assuming the law of Dalton and Gay-Lussac as corrected by Regnault to be that air or gas under a constant pressure expands by being heated to 212° Fahrenheit or 100° centigrade by the 0·3664 part of the volume it had at 32° Fahrenheit, or 0° centigrade; deduce the formula by which may be calculated the increase of elastic force which any portion of air prevented from expanding will gain by being heated θ degrees above 32° Fahrenheit.

11. Explain the method by which Foucault determined the velocity with which light traverses air or any other transparent gas or liquid; write down the formula which he used for calculating that velocity from the facts observed during the experiment, and show how that formula is deduced.

12. Deduce the formula which connects the distances of a radient point placed in front of a spherical reflector, and its conjugate focus, from the centre of the surface, and the radius of the surface, and show how that formula enables you to trace the relative positions of these points, in the several positions in which the radient may be placed relatively to the reflecting surface.

Civil Engineering.—First Year Students.

Geometrical Drawing and Office Work.—*Examiner, Professor James Thomson.*

The examination comprised questions in descriptive geometry, orthographic and isometrical projection, and perspective, together with a scrutiny of drawings executed during the Session.

Second Year Students.

Civil Engineering.

1. In the ordinary Y theodolite, what is the essential condition to be brought about in the adjustment of the line of collimation?

2. Show that in Gravatt's level there is no exact height in the diaphragm aperture, or image field, at which the horizontal wire ought necessarily to be adjusted, and explain the bearing of this on Gravatt's rules for the adjustment of his instrument.

3. In Butler Williams' Practical Geodesy, in the article on Adjustments of the Theodolite, it is stated that if, on moving the eye from side to side while looking through the instrument at a distant object, parallax be found to occur, "*the correction of it consists in drawing out the tube of the eye-piece a little more or less, until the requisite stability of the image takes place.*" Explain the error of this statement, and show the true mode of making the correction.

4. Of the corrections for parallax, and for distinct vision of the diaphragm wires, which is it that requires to be frequently made during a day's field-work, and which not, and why?

5. Explain the division of a prismoid into parts, which is adopted as the basis of Bidder's Table of Earth-work.

6. Give the rule for finding the cubic content of a prismoid, which is used as the basis of Sir John Macneill's Tables of Earth-work.

7. In respect to computations of quantities of earth-work in railway cuttings and embankments, give a sketch of the reasons assigned in the lectures in favour of taking half the sum of each adjacent pair of end cross-sectional areas for a proper average area to be multiplied by the length between them, rather than using any prismoidal formula which would imply the supposition of the middle cross-sectional area of the block of earth-work comprised between the two end areas where levels have been actually taken, being usually less than half the sum of those two end areas.

8. When the course of a railway requires to change from a straight line to a circular curve, why should the change be effected gradually by a short portion with curvature, increasing gradually from nothing to that of the required circular curve, instead of the straight line being made to meet the circle directly as a tangent?

9. What is the use of the "*cant*" of the rails in a curve, or the "*superelevation of the outer rail?*"

10. Indicate the chief steps of a method for easing the transition from a straight line of a railway into a circular curve of given radius.

11. The configuration of the surface of land, and the positions of houses, fences, &c., on it, may be specified or made known either by a map, accompanied by a set of vertical sections, or by a contour map. Explain why the latter method presents the information usually required, as to configuration, levels, &c., in a form much more readily available, and gives a much better idea of the features of the ground.

12. For conducting contour surveys of tracts of land of moderate extent —limited, for instance, to 10 or 12 chains in length, and with the contours not more than four feet apart in height,—explain briefly two modes of procedure:—one by marks on the ground for the several contours, and the other the instantaneous method without contour marks. State which of the two requires the greater number of skilled surveyors for its performance, and give any further particulars you can bearing on the relative advantages or disadvantages of the two methods.

Appendix, No. 8.

General Class Examination.

13. Describe the process called "*dropping the levels*" down shafts of tunnels.

14. Explain briefly the most improved method used and described by Simms for ranging the line of a tunnel underground; but show reasons why the use of an observatory is not to be recommended in general.

15. Give information as to Granite, Syenite, Gneiss, Basalt, and Trachite, as building stones.

16. What kinds of stones are the well-known Craigleith stone and Herm stone?

17. Give information as to the nature of Portland stone, Bath stone, and Caen stone, and their use as building stones, and as to the geological period or group of fossiliferous strata to which they belong.

18. Distinguish between slaty cleavage and the laminar structure of stratification.

19. Name the greatest and most important slate quarries in the United Kingdom, mentioning their locality.

20. Describe the principal kinds of bond used in brickwork.

21. Distinguish between the hardening of roche lime mortar in the wall of a house, and the hardening of hydraulic mortar or cement in a wet place.

22. What are the chief distinctions between coniferous and non-coniferous trees, in respect to the timber supplied by them?

23. What are the best distinguishing characteristics by which to subdivide, for classification, the numerous timbers of non-coniferous exogenous trees?

Office and Field Work.

1. Compute the area, in square links, of the principal triangle shown in the accompanying extract from a field-book.*

2. Using the result of the foregoing exercise, compute the area in acres, roods, and perches, of the entire plot of land shown surveyed in the same diagram.

3. Check the accuracy of the survey and of your previous calculation of the area of the principal triangle, by computing the areas of the two triangles into which the principal one is divided by the split line.

4. Compute the offset areas shown surveyed in the accompanying field-notes.*

5. Describe briefly the method (which was put in practice in the field in the present Session) for setting out a railway curve of given radius, touching two given straight lines, when the point of intersection of those two straight lines is accessible.

6. Mention some of the other methods which are valuable, or have been much used, for setting out railway curves; and, in particular, give a brief outline of Professor Rankine's method of procedure by a transversal.

7. Explain how to set out the *half breadths* for a railway cutting in sidelong ground.

8. Reduce 324 feet 6 inches to links, finding the result true to the nearest link.

9. Find how many square yards and how many square feet there are in a statute acre.

10. Show how many bricks of ordinary size would be required to build a cubic yard of brickwork;—also, how many to build a perch (Irish) of brickwork;—also, how many to build the standard rod (English) of brickwork.

* Furnished to Students at the Examination, but not printed in Calendar.

11. Reduce one perch (Irish) of masonry to cubic feet.

12. Make out an example of a level field-book, containing at least seven fore-sights, and calculate the reduced levels, referring them to an assumed datum; and show how the calculations ought to be checked.

13. Give the reading of the horizontal limb of the theodolite before you.

Appendix, No. 8.

General Class Examination.

Third Year Students.

Civil and Mechanical Engineering, and Office and Field Work.—*Examiner, Professor Thomson.*

These two examinations comprised questions in ordinary surveying and engineering geodesy, oblique bridges, tunnels, architecture, strength of materials, and foundry work.

Natural Philosophy Applied.—*Examiner, Dr. Stevelly.*

1. A uniform rectangular bar, whose length is l, and weight is W, has two weights, P and Q, attached to the middle points of its ends; at what distance from the weight P must a fulcrum (say a knife-edge) be placed in order that these weights shall equilibrate in any position of the bar?

2. On a certain inclined plane whose height is h, and length is l, and whose co-efficient of dynamic roughness is c; find the formula which will express the velocity a heavy body will acquire in moving from rest down the entire length of that plane at a place where the free force of gravity is g. Also find the expression for the time of motion.

3. Explain the use and construction of the safety-valve of a steam engine. The area of a certain safety-valve is six square inches, the weight of the valve itself is 5 lbs., the lever is 20 inches long and weighs 6 lbs.; the fulcrum is 2 inches from the pin of the valve; what weight must be placed at the extreme end of the lever so that the valve shall open when the steam has acquired an elastic force of 50 lbs. to the square inch?

4. The diameter of the piston of a steam engine is 84 inches, the length of the stroke is 8 feet, the number of single strokes each minute is 20, and the mean effective pressure of the steam on the piston is 36 lbs.; find the horse-power at which it is working.

5. What is the effective horse-power of an engine which raises 20 tons of coal per hour from a pit whose depth is 60 fathoms? Also, explain the distinction between gross and effective horse-power.

6. In what time will an engine of forty horses effective power pump 4,000 cubic feet of water to a height of 60 fathoms?

7. Suppose that one cubic inch of water at 60° becomes 1,694 cubic inches of steam at 212°. What must be the effective evaporating power of the boiler per minute of an engine the gross work of which is 40 horse-power, the pressure of the steam in the cylinder being kept constant at atmospheric pressure, and the elasticity of the vapour in the condenser being kept constant at 3 lbs. to the square inch?

8. A railway train weighs 80 tons, and moves on a level rail on which the friction is 8 lbs. per ton. It had also been found that the resistance of the air to that train, when it moved at the rate of six miles an hour, was 14 lbs.; find the effective horse-power exerted by the engine which keeps it moving at the rate of 40 miles per hour.

9. Describe Brahma's Press, and explain the manner in which the calculation is made of the limit of pressure which the ram of the press can produce, when the weight of each workman who presses on the lever

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General Class Examination.

which works the plunger of the pump is known, the distance from the fulcrum at which he presses, the distance of the plunger from the same, and the diameters of the ram and of the plunger.

10. The height of a fall of water which works an overshot water-wheel, is 36 feet; 400 cubic feet of water pass over every minute, the whole of which the buckets are large enough to receive, and the modulus of the wheel is 0·73; what is the effective horse-power of the wheel?

11. If the velocity ratio of the driver and follower in a train of mechanism be constant at each instant during the motion, show that the simultaneous motions during any given time have also a constant ratio.

12. Describe the manner in which teeth, whose curved surfaces are formed to the shape of the involutes of the circular cylinders on which they are cut, must be made to engage each other: and show that the velocity of the wheels remains constant whilst each tooth of the driver is engaged with that which it drives. State what that ratio is. In this case, state and prove the ratio of the sliding to the actual motion of either tooth round its centre at any instant of the motion.

THEORY of AGRICULTURE.—*Examiner, Dr. Hodges.*

1. What substances does the soil supply for the support of vegetable life?
2. What are the offices in vegetable nutrition performed by the organic matters contained in the soil?
3. How may the excess of water in the soil prove injurious to plants?
4. What is the usual composition of a genuine dissolved bone manure?
5. State the chemical changes which take place in the fermentation of farm-yard manure.
6. What is the composition of bones?

MATERIA MEDICA.—*Examiner, Dr. James Seaton Reid.*

1. State the proofs in favour of the opinion that medicines must be absorbed before they can act.
2. What is your reply to the objection, "that the action of some medicines is so quick as to preclude the possibility of their being absorbed?" and mention how long the blood requires to make one round of the circulation in man, in the horse, dog, fowl, and rabbit respectively.
3. You have decided on applying a medical substance externally, in expectation of its being absorbed; at what temperature should you apply it?
4. State the experiments upon which you should rely in support of your regulation of the temperature.
5. What alkaline salts can you combine in a prescription with sulphate of magnesia?
6. Your patient suffers under the "Uric Acid Diathesis;" which of the alkaline salts should you in consequence select, and why?
7. Write prescriptions for the above "alkaline aperient mixtures."
8. State the most absorbable preparations of iron.
9. Write prescriptions for their administration.
10. Name the medicines on the table, and classify them therapeutically.

PRACTICE OF MEDICINE.—*Examiner, Professor Ferguson.*

1. State all the morbid appearances that are observed within the skull, from the earliest to the latest stage of apoplexy; the evidence necessary to establish its existence, and the chief indications of treatment.

2. Enumerate the causes most likely to induce Typhus; its characteristic phenomena and principles of treatment. *Appendix, No. 8.*

3. Describe all the changes of form from the normal, that the Thoracic Parietes undergo, and the different causes that induce them. General Class Examination.

4. Give the differential diagnosis of Epilepsy, Catalepsy, Chorea, and Hysteria; also the ætiolgy of each.

5. Describe the appearances presented by a lung, the seat of tubercular deposition, from its earliest to its latest stage, with the symptoms and physical signs of each.

MEDICAL JURISPRUDENCE.—*Examiner, Dr. Hodges.*

1. Describe the methods employed for the electrolysis of arsenic and antimony.

2. State the method of applying the galvanic (zinc and platinum) coil for the detection of antimony in animal liquids.

3. Mention the poisonous dose of arsenic, the circumstances which may modify the period at which the symptoms produced by it commence, and the time regarded as requisite for the complete elimination of the poison from the system.

4. What are the opinions entertained with respect to the mode in which the mineral poisons act?

5. State the chemical means employed in the treatment of poisoning by antimony, arsenic, copper, lead.

6. What evidence, in cases of supposed infanticide, may be derived from the examination of the stomach of the child?

FACULTY OF LAW.—*Examiner, Professor Molyneux.*

1. What are the conditions essential to give an appointee under a power a *locus standi* in a court of law?

2. In what instance is a codicil, although inconsistent with the will and duly executed, inoperative as an implied revocation.

3. What is the course of proceeding by which a suitor can have the decisions of a judge at *nisi prius* ultimately reviewed by the House of Lords?

4. Can a trustee give a power of attorney to another to act for him in the trust? And give a reason for the answer.

5. When, and of what property may a married woman make a valid will?

6. In what respect does a summons and plaint at law, in its effect at trial, differ from a cause-petition in chancery at the hearing?

7. In what instances is hearsay evidence admissible?

8. A fee simple estate is conveyed to such uses as *A* shall appoint. *A*, in execution of the power, appoints to *B* and his heirs to use of *C* and his heirs. In whom is the *legal* estate?

9. Where a power of appointment over real estate is executed, from whom does the appointee take in point of estate; viz., the party creating the power, or the party executing it? And state the reason.

10. What was the practical inconvenience found in the mode pointed out by the Wills Act, 1 Vic., c. 26, for the execution of wills; and what are the provisions of the 15th Vic., c. 24, to remedy such inconvenience?

11. In what way does the mode for raising issues in a Court of Equity differ from that recognised by the practice of Courts of Law; and what are the distinctive features in the constitution of the two tribunals which give rise to their different procedure in that particular?

Appendix, No. 8.

General Class Examination.

12. What is the true criterion of the relevancy of evidence at a trial?

13. In what instances does it become necessary to carry the pleadings at law beyond the defence?

14. Give an instance of the cypres doctrine as applicable to wills.

15. Where lands are devised charged with legacies, can the devisee make title to a purchaser discharged from the legacies without the concurrence of the legatees? Does the law in this respect now differ from what it had been; and, if so, what is the change which has been effected; and how?

16. *A*, by his will, devises his estate to *B*, and afterwards contracts to sell the estate to *C*, and dies before the conveyance; who then is entitled to the purchase-money?

17. Is a will executed by virtue of a power requiring attestation by three witnesses, but being executed in the presence of two only, a valid execution of the power, and if so, how is this anomaly applicable?

18. Will a Court of Equity relieve against the defective execution of a power; and if so, in what instances?

19. What construction does the Wills Act, 1 Vic., c. 26, put upon the words "dying without leaving issue?" and how does such construction affect the limitation over; and does the statute apply in that particular to a devise of a *chattel* real; and if not, why not?

20. State some of the instances in which the course of proceeding in Chancery has approximated to that of Courts of Law, and *vice versa*.

21. A deed of gift and a will are both executed by the same person, and attested by the same witnesses. Is there any and what difference in the necessary mode of proving them on a trial?

22. Under what circumstances, if any, is a plaintiff or defendant permitted to go into parol evidence to vary the effect of an agreement in writing?

23. What is the distinction between a patent and a latent ambiguity in documents as recognised by the rules of evidence; and what are the practical results of that distinction in making proofs?

24. By what mode, and under what conditions, can a person tried for a criminal offence have the decisions of the judge reviewed by a higher tribunal?

25. What are the circumstances under which the pleader should elect to plead or demur at law?

26. What is a power appendant; and what a power in gross?

Matriculation Examination.

Matriculation Examination.—October, 1863.

Mathematics.—*Examiner, Professor Purser.*

Arithmetic.

1. What salary should a merchant pay his clerk, so that when his income tax, at 7*d.* in the £1, is deducted, he may have a clear income of £150 a-year?

2. Required the value of 7 tons 3 cwt. 3 qrs. at £8 18*s.* 6*d.* per ton.

3. Add together $\frac{1}{3}$, $\frac{2}{7}$, $\frac{5}{21}$, $\frac{9}{28}$, and find $\frac{5}{11}$ of $\left(\frac{4}{3}-\frac{3}{5}\right)$.

4. State and prove the rule for the multiplication of decimals.

Multiply 4·35 by ·004,
and 538·695 by 6·00498.

5. A man wishes to go to a town 17 miles off. The railway train to it travels at 20 miles an hour. How long is it worth his while to wait for a train, supposing he himself can walk there at $3\frac{1}{2}$ miles an hour?

6. Calculate to four decimal places the square root of (7).

EUCLID.

1. Any two sides of a triangle are together greater than the third.

2. If the square of one side of a triangle is equal to the sum of the squares of the other two, the angle opposite that side is a right angle.

ALGEBRA.

1. Multiply $x^2+y^2+z^2-yz-zx-xy$ by $x+y+z$.

2. Divide x^4-y^4 by $x-y$, and $x^4+55xy^3+126y^4$ by $x^2+5xy+7y^2$.

3. Prove that the difference of the squares of two consecutive numbers is equal to their sum.

4. If $x=1$, $y=2$, $z=-2$, determine the numerical values of the following expressions:—

$$\frac{x^2+xy+y^2}{x+z},$$

$$\frac{x+3y+yz}{(x+y-z)(z+x-y)(y+z-x)},$$

$$\sqrt{\frac{1+y^3x}{x^3y-1}},$$

5. Solve the following simple equations:—

$$(\alpha)\ \frac{x-3}{2}+\frac{x}{3}=20-\frac{x-19}{2}$$

$$(\beta)\ \frac{x}{4}-\frac{x}{9}+\frac{x}{3}=17.$$

$$(\gamma)\ \frac{3x-a}{2x}=\frac{3}{2}\frac{x-b}{x-a}.$$

$$(\delta)\ \frac{5}{x}+\frac{7}{2}=\frac{7}{x}+\frac{1}{2}.$$

PEEL PRIZES IN GEOMETRY.—*Examiner, Professor Purser.*

1. Divide a given right line so that the rectangle under the whole line and one part may be equal to the square of the other part.

2. Similar triangles are to one another in the duplicate ratio of their homologous sides.

3. The common chords of three intersecting circles meet in a point.

4. Given base of a triangle and ratio of sides, find locus of vertex.

5. Find the locus of a point, such that the sum of the squares of tangents drawn from it to two given circles be constant.

6. Three lines drawn from the vertices of a triangle to meet in a point divide the opposite sides into segments. Prove that the continued product of one set of alternate segments is equal to the continued product of the other set.

7. Describe a circle passing through two given points and touching a given circle.

8. The circle described through the middle points of the sides of a triangle passes through the feet of the perpendiculars let fall upon the sides from the opposite vertices.

Appendix, No. 8.

Matriculation Examination.

9. Determine the point the sum of whose distances from the angles of a given triangle is the least possible.

10. Given all the sides of a polygon, its area is a maximum when it is inscribable in a circle.

11. If $a\ b\ c$ denote the sides of a triangle, $E\ F\ G$ the middle points of the sides, and O the intersection of perpendiculars, prove that

$$(OE)^2-\left(\frac{a}{2}\right)^2=(OF)^2-\left(\frac{b}{2}\right)^2=(OG)^2-\left(\frac{c}{2}\right)^2.$$

12. Place three given circles in a given triangle, so that each circle may touch one side and the other two circles.

Scholarship Examinations.

Scholarship Examinations.—October, 1863.

Literary Scholarships.—First Year Students.

Greek.—*Examiner, Professor MacDouall.*

Translate the following extracts, and answer the questions subjoined :—

I.—Lucianus—*Deorum Concilium*, §§ 14, 15, 16 :

ΨΗΦΙΣΜΑ.—'Αγαθῇ Τύχῃ[3].—'Εκκλησίας[4] ἐννόμου ἀγομένης ἑβδόμῃ ἱσταμένου,[4] ὁ Ζεὺς ἐπρυτάνευε,[2] ἐπεστάτει[2] 'Απολλον, ἐγραμμάτευε[2] Ὕπνο στῆς Νυκτός,[4] καὶ Μῶμος τὴν γνώμην εἶπεν. "ἐπειδὴ πολλοὶ τῶν ξένων, οὐ μόνον Ἕλληνες ἀλλὰ καὶ βάρβαροι, οὐδαμῶς ἄξιοι ὄντες κοινωνεῖν ἡμῖν τῆς πολιτείας,[4] παρεγγραφέντες[1] οὐκ οἶδ' ὅπως καὶ θεοὶ δόξαντες ἐμπεπλήκασι[1] μὲν τὸν οὐρανὸν, ὡς μεστὸν εἶναι τὸ συμπόσιον ὄχλου[4] ταραχώδους[2] πολυγλώσσων τινῶν καὶ ξυγκλύδων,[2] ἐπιλέλοιπε[1] δὲ ἡ ἀμβροσία[2] καὶ τὸ νέκταρ, ὥστε μνᾶς[4] ἤδη τὴν κοτύλην εἶναι διὰ τὸ πλῆθος τῶν πινόντων,[1] οἱ δὲ ὑπὸ αὐθαδείας[2] παρωσάμενοι[1] τοὺς παλαιούς τε καὶ ἀληθεῖς θεοὺς προεδρίας[4] ἠξιώκασιν ἑαυτοὺς παρὰ πάντα τὰ πάτρια καὶ ἐν τῇ γῇ προτιμᾶσθαι θέλουσι, δεδύχθω[1] τῇ βουλῇ[3] καὶ τῷ δήμῳ, ξυλλεγῆναι[1] μὲν ἐκκλησίαν[2] ἐν τῷ 'Ολύμπῳ περὶ τροπὰς[2] χειμερινάς,[2] ἑλέσθαι[1] δὲ ἐπιγνώμονας[2] τελείους θεοὺς ἑπτά, τρεῖς μὲν ἐκ τῆς παλαιᾶς βουλῆς τῆς ἐπὶ Κρόνου, τέτταρας δὲ ἐκ τῶν δώδεκα καὶ ἐν αὐτοῖς τὸν Δία· τούτους δὲ τοὺς ἐπιγνώμονας αὐτοὺς μὲν καθέζεσθαι[1] ὀμόσαντας[1] τὸν νόμιμον ὅρκον τὴν Στύγα, τὸν 'Ερμῆν δὲ κηρύξαντα[1] ξυναγαγεῖν[1] ἅπαντας ὅσοι ἀξιοῦσι ξυντελεῖν εἰς τὸ συνέδριον·[2] τοὺς δὲ ἥκειν μάρτυρας ἐπαγομένους[1] ἐνωμότους[2] καὶ ἀποδείξεις τοῦ γένους. τοὐντεῦθεν[1] δὲ οἱ μὲν παρίτωσαν[1] καθ' ἕνα, οἱ δὲ ἐπιγνώμονες ἐξετάζοντες[1] ἢ θεοὺς εἶναι ἀποφανοῦνται[1] ἢ καταπέμψουσιν ἐπὶ τὰ σφέτερα[1] ἠρία καὶ τὰς θήκας[2] τὰς προγονικάς·[2] ἢν[1] δέ τις ἁλῶ[1] τῶν ἀδοκίμων καὶ ἅπαξ ὑπὸ τῶν ἐπιγνωμόνων ἐκκριθέντων[1] ἐπιβαίνων τοῦ Οὐρανοῦ,[4] ἐς τὸν Τάρταρον ἐμπεσεῖν τοῦτον. ἐργάζεσθαι δὲ τὰ αὐτοῦ[1] ἕκαστον, καὶ μήτε τὴν 'Αθηνᾶν[1] ἰᾶσθαι μήτε τὸν 'Ασκληπιὸν χρησμῳδεῖν[2] μήτε τὸν 'Απόλλω[1] τοσαῦτα[1] μόνον ποιεῖν, ἀλλ' ἕν τι ἐπιλεξάμενον[1] ἢ μάντιν ἢ κιθαρῳδὸν ἢ ἰατρὸν εἶναι. ὁπόσοι δὲ ἤδη ναῶν[1] ἢ θυσιῶν[1] ἠξιώθησαν, ἐκείνων μὲν καθαιρεθῆναι[1] τὰ ἀγάλματα,[2] ἐντεθῆναι[1] δὲ ἢ Διὸς, ἢ Ἥρας ἢ 'Απόλλωνος ἢ τῶν ἄλλων τινός,[4] ἐκείνοις[3] δὲ τἄφον χῶσαι[1] τὴν πόλιν καὶ στήλην[2] ἐπιστῆσαι[1] ἀντὶ βωμοῦ. ἢν δέ τις παρακούσῃ[1] τοῦ κηρύγματος[4] καὶ μὴ ἐθελήσῃ ἐπὶ τοὺς ἐπιγνώμονας ἐλθεῖν, ἐρήμην αὐτοῦ καταδιαιτησάντων."

Appendix, No. 8.

Scholarship Examinations.

1. Parse fully the words thus numbered (1), giving the leading tense-forms of verbs which are actually used by Attic writers, and resolving compounds into their elements.

2. Give the derivation of the words thus numbered (2).

3, 4. Explain why each of the words thus numbered (3 or 4) is in the dative or in the genitive case.

5. Elucidate from mythology the phrases: *τὸν νόμιμον ὅρκον, τὴν Στύγα,—τῶν δώδεκα,—τῆς παλαιᾶς βουλῆς τῆς ἐπὶ Κρόνου.*

6. Elucidate from the institutions and usages of Athens the phrases: *ψήφισμα,—ἀγαθῇ τύχῃ,—ἐκκλησίας ἐννόμου,—ἑβδόμῃ ἱσταμένου,—ἐπρυτάνευε,—ἐγραμμάτευε,—τὴν γνώμην εἶπεν,—παρεγγραφέντες,—προεδρίας,—δεδόχθω τῇ βουλῇ καὶ τῷ δήμῳ,—κηρύξαντα ξυναγαγεῖν,—ξυντελεῖν εἰς τὸ συνέδριον,—μαρτυρας ἐπαγομένους ἐνωμότους καὶ ἀποδείξεις τοῦ γένους,—τῶν ἀδοκίμων καὶ ἐκκριθέντων,—ἐρήμην αὐτοῦ καταδιαιτησάντων.*

II.—Xenophon—*Hellenica*, II., 3, §§ 50, 51, 52:

Ὡς δ' εἰπὼν ταῦτα ἐπαύσατο [ὁ Θηραμένης] καὶ ἡ βουλὴ δήλη ἐγένετο εὐμενῶς ἐπιθορυβήσασα, γνοὺς ὁ Κριτίας ὅτι, εἰ ἐπιτρέψοι τῇ βουλῇ διαψηφίζεσθαι περὶ αὐτοῦ, ἀποφεύξοιτο, καὶ τοῦτο οὐ βιωτὸν ἡγησάμενος, προσελθὼν καὶ διαλεχθείς τι τοῖς τριάκοντα ἐξῆλθε καὶ ἐπιστῆναι ἐκέλευσε τοὺς τὰ ἐγχειρίδια ἔχοντας φανερῶς τῇ βουλῇ ἐπὶ τοῖς δρυφάκτοις. πάλιν δ' εἰσελθὼν εἶπεν· "ἐγώ, ὦ βουλή! νομίζω προστάτου ἔργον εἶναι οἵου δεῖ, ὃς ἂν ὁρῶν τοὺς φίλους ἐξαπατωμένους μὴ ἐπιτρέπῃ. καὶ ἐγὼ οὖν τοῦτο ποιήσω. καὶ γὰρ οἵδε οἱ ἐφεστηκότες οὔ φασιν ἡμῖν ἐπιτρέψειν, εἰ ἀνήσομεν ἄνδρα τὸν φανερῶς τὴν ὀλιγαρχίαν λυμαινόμενον. ἔστι δὲ ἐν τοῖς καινοῖς νόμοις τῶν μὲν ἐν τοῖς τρισχιλίοις ὄντων μηδένα ἀποθνήσκειν ἄνευ τῆς ὑμετέρας ψήφου, τῶν δ' ἔξω τοῦ καταλόγου κυρίους εἶναι τοὺς τριάκοντα θανατοῦν. ἐγὼ οὖν," ἔφη, "Θηραμένην τουτονὶ ἐξαλείφω ἐκ τοῦ καταλόγου, ξυνδοκοῦν ἅπασιν ἡμῖν. καὶ τοῦτον," ἔφη, "ἡμεῖς θανατοῦμεν." ἀκούσας ταῦτα ὁ Θηραμένης ἀνεπήδησεν ἐπὶ τὴν ἑστίαν καὶ εἶπεν· "ἐγὼ δ'," ἔφη, "ὦ ἄνδρες! ἱκετεύω τὰ πάντων ἐννομώτατα, μὴ ἐπὶ Κριτίᾳ εἶναι ἐξαλείφειν μήτε ἐμὲ μήτε ὑμῶν ὃν ἂν βούληται, ἀλλ', ὅνπερ νόμον οὗτοι ἔγραψαν περὶ τῶν ἐν τῷ καταλόγῳ, κατὰ τοῦτον καὶ ὑμῖν καὶ ἐμοὶ τὴν κρίσιν εἶναι."

1. State very briefly what is meant by *οἱ τριάκοντα, οἱ τρισχίλιοι, ὁ κατάλογος, τὰ δρύφακτα, ἡ ἑστία.*

2. Explain very briefly the attitude of Critias towards Theramenes described in this passage.

I.—Translate accurately and elegantly the following Ode from the *Medeia* of Euripides:

ΧΟΡΟΣ.

ἄνω ποταμῶν ἱερῶν χωροῦσι παγαί, στροφὴ α'.
καὶ δίκα καὶ πάντα πάλιν στρέφεται.
ἀνδράσι μὲν δόλιαι βουλαὶ θεῶν τ'
οὐκέτι πίστις ἄραρε,
τὰν δ' ἐμὰν εὔκλειαν ἔχειν βιοτὰν στρέψουσι φᾶμαι.
ἔρχεται τιμὰ γυναικείῳ γένει·
οὐκέτι δυσκέλαδος φάμα γυναῖκας ἕξει·

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Scholarship Examinations.

μοῦσαι δὲ παλαιγενέων λήξουσ' ἀοιδῶν ἀντιστροφὴ α'.
τὰν ἐμὰν ὑμνεῦσαι ἀπιστοσύναν.
οὐ γὰρ ἐν ἀμετέρᾳ γνώμᾳ λύρας
ὤπασε θέσπιν ἀοιδὰν
Φοῖβος ἀγήτωρ μελέων· ἐπεὶ ἀντάχησ' ἂν ὕμνον
ἀρσένων γέννᾳ· μακρὸς δ' αἰὼν ἔχει
πολλά τοι ἀμετέραν τ' ἀνδρῶν τε μοῖραν εἰπεῖν.

σὺ δ' ἐκ μὲν οἴκων πατρίων ἔπλευσας στροφὴ β'.
μαινομένᾳ κραδίᾳ διδύμους ὁρίσασα πόντου
πέτρας, ἐπὶ δὲ ξένᾳ
ναίεις χθονὶ τᾶς ἀνάνδρου
κοίτας ὀλέσασα λέκτρον,
τάλαινα! φυγὰς δὲ χώρας
ἄτιμος ἐλαύνει.

βέβακε δ' ὅρκων χάρις, οὐδ' ἔτ' αἰδὼς ἀντιστροφὴ β'.
Ἑλλάδι τᾷ μεγάλᾳ μένει, αἰθερία δ' ἀνέπτα.
σοὶ δ' οὔτε πατρὸς δόμοι,
δύστανε! μεθορμίσασθαι
μόχθων πάρα, σῶν τε λέκτρων
ἄλλα βασίλεια κρείσσων
δόμοισιν ἐπέστα.

II.—Translate in idiomatic Attic as many of the following sentences as you can:—

1. The male differs from the female in being blacker and having its scales larger. 2. Our front teeth are sharp, but our inner ones are broad. 3. They have more pleasure in speaking ill of me than in praising themselves. 4. Agis was not wont to make war as a secondary business. 5. This property I let to Alkias, and Proteus also rented it in the same way. 6. This man, from attaching the greatest importance to wealth, will subjugate his other desires. 7. Many men who have made many terrible accusations have ere now been suddenly convicted of falsehood. 8. The orators ought to have counselled us about the war against the Barbarians. 9. It is not possible that the same person should at once know and not know the same things. 10. I should not have thought it. 11. I should have heard that one ought to know letters. 12. I would that you had known him as I do. 13. Had they been prosperous, I don't know whether they would ever have brought themselves to be sensible. 14. We think that we should not observe our oaths if we marched against the Athenians. 15. It would seem that I too am one of those who would rather be confuted than confute by means of such arguments. 16. Against all that might be with justice said against the city neither should I be able to reply nor will I attempt to do so.

LATIN.—*Examiner, Rev. Dr. Reichel.*

A.—Translate the following passages:—

1. Quis tota Italia veneficus, quis gladiator, quis latro, quis sicarius, quis parricida, quis testamentorum subjector, quis circumscriptor, quis ganeo, quis nepos, quis adulter, quae mulier infamis, quis corruptor juventutis, quis corruptus, quis perditus inveniri potest, qui se cum Catilina non familiarissime vixisse fateatur?

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Scholarship Examinations.

2. Quid vero? ut homines Galli ex civitate male pacataquae gens una restat quae bellum populo Romano facere posse et non nolle videatur, spem imperi ac rerum amplissimarum ultro sibi a patriciis hominibus oblatam negligerent, vestramque salutem suis opibus anteponerent, id non divinitus factum esse putatis? praesertim qui nos non pugnando sed tacendo superare potuerunt? Quamobrem Quirites, quoniam ad omnia pulvinaria supplicatio decreta est, celebratote illos dies cum conjugibus ac liberis vestris. Nam multi saepe honores dis immortalibus justi habiti sunt ac debiti, sed profecto justiores nunquam.

3. Venena magnum fas nefasque non valent
Convertere humanam vicem :
Diris agam vos : dira detestatio
Nulla expiatur victima.

4. Hic tertius December, ex quo destiti
Inachia furere, silvis honorem decutit.
Heu me, per Urbem, nam pudet tanti mali,
Fabula quanta fui ! Conviviorum et poenitet,
In quis amantem langnor et solentium
Arguit et latere petitus imo spiritus.
Contrane lucrum nil valere candidum
Pauperis ingenium? querebar applorans tibi,
Simul calentis inverecundus deus
Fervidiore mero arcano promorat loco.
Quodsi meis inaestuat praecordiis
Libera bilis, ut haec ingrata ventis dividat
Fomenta vulnus nil malum levantia,
Desinet imparibus certare summotus pudor.

5. Caesar consilio ejus probato, etsi ipinione trium legionum dejectus ad duas redierat, tamen unum communi saluti auxilium in celeritate ponebat. Venit magnis itineribus in Nerviorum fines. Ibi ex captivis cognoscit quae apud Ciceronem gerantur, quantoque in periculo res sit. Tum cuidam ex equitibus Gallis magnis praemiis persuadet uti ad Ciceronem epistolam deferat. Hanc Graecis conscriptam literis mittit, ne intercepta epistola nostra ab hostibus consilia cognoscantur. Si adire non possit, monet ut tragulam cum epistola ad amentum deligata intra munitionem castrorum abjiciat. In literis scribit se cum legionibus profectum celeriter adfore : hortatur ut pristinam virtutem retineat. Gallus periculum veritus, ut erat praeceptum, tragulam mittit. Haec casu ad turrim adhaesit, neque a nostris biduo animadversa tertio die a quodam milite conspicitur : dempta ad Ciceronem defertur. Ille perlectam in conventu militum recitat, maximaque omnes laetitia adficit. Tum fumi incendiorum procul videbantur, quae res omnem dubitationem adventus legionum expulit.

6. C. Nymphae, noster amor, Libethrides, aut mihi carmen
Quale meo Codro, concedite ; proxima Phoebi
Versibus ille facit : aut si non possumus omnes,
Hic arguta sacra pendebit fistula pinu.

T. Pastores, edera nascentem ornate poetam,
Arcades, invidia rumpantur ut ilia Codro :
Aut, si ultra placitum laudarit, baccare frontem
Cingite, ne vati noceat mala lingua futuro.

C. Saetosi caput hoc apri tibi Delia parvus
Et ramosa Micon vivacis cornua cervi.
Si proprium hoc fuerit, levi de marmore tota
Puniceo stabis suras evincta cothurno.

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Scholarship Examinations.

T. Sinum lactis et haec te liba Priape quotannis
Exspectare sat est: custos es pauperis horti.
Nunc te marmoreum pro tempore fecimus: at tu,
Si fetura gregem suppleverit, aureus esto.

C. Nerine Galatea, thymo mihi dulcior Hyblae,
Candidior cycnis, edera formosior alba,
Quum primum pasti repetent praesepia tauri,
Si qua tui Corydonis habet te cura, venito.

T. Immo ego Sardois videar tibi amarior herbis,
Horridior rusco, projecta vilior alga,
Si mihi non haec lux toto jam longior anno est.
Ite domum pasti, si quis pudor, ite juvenci.

7. Turn the following into the *oratio indirecta* :—

Tum Adherbalem hoc modo locutum accepimus: "Patres conscripti, Micipsa, pater meus, moriens praecepit, uti regnum Numidiae tantum modo procuratione existimarem meum: ceterum jus et imperium penes vos esse: simul eniterer domi militiaeque quam maximo usui esse populo Romano: vos mihi cognatorum vos adfinium loco ducerem: si ea fecissem, in vestra amicitia exercitum, divitias, munimenta regni habere."

B.—1. Write brief notes in explanation of the above passages where required.

2. What is the metre of the fourth; and what are its laws?

I.—Translate the following passage into Latin prose :—

We cannot doubt that Hannibal had been busy during the winter in sounding the feelings of the allies; and now it appeared, that, if Italy was to be ravaged by the enemy for a second summer without resistance, their patience would endure no longer. The Roman government therefore resolved to risk a battle: but they sent orders to the proconsuls to wait till the consuls should join them with their newly raised army: for a battle being resolved upon, the Senate hoped to secure success by an overwhelming superiority of numbers. We do not exactly know the proportion of the new levies to the old soldiers: but when the two consuls arrived on the scene of action, and took the superior command of the whole army, there were no fewer than eight Roman legions under their orders, with an equal force of allies: so that the army opposed to Hannibal must have amounted to ninety thousand men. It was evident that so great a multitude could not long be fed at a distance from its resources; and thus a speedy engagement was inevitable.—Arnold.

II.—Grammatical Questions.

1. Give the comparatives and superlatives of the following adjectives: —*liber, acer, humilis, maledicus, nequam.*

2. Give the cardinals, ordinals, and distributives of the following numbers :—two, five, ten, eighteen, twenty-three, thirty-nine, a hundred and one, five hundred and seventy-four.

3. What cases follow the following verbs?—*Utor, noceo, recordor, sum, invideo, adulor.*

4. Give the chief parts (perfect, supine when existing, and infinitive) of the following verbs :—*audio, audeo, gaudeo, pellicio, soleo, adorior, coquo, stringo.*

5. What adjectives are formed from the possessive pronouns, *noster, vester, cujus?* *Appendix, No. 8.*

6. Give the way of forming *inceptive* and *desiderative* verbs.

7. What is the meaning of adjectivals formed in ——*bundus?*

Scholarship Examinations.

History and the English Language.—*Examiner, Professor Craik.*

1. Sketch rapidly the course of the Second Punic War.

2. Sketch rapidly the course of the Civil Wars in Rome from Marius and Sulla to Augustus inclusive.

3. Sketch the history of the reign of any English King or Queen since the Norman Conquest.

4. Explain how the Kingdom of England arose out of what is commonly called the Saxon Heptarchy.

5. As a specimen of composition, *every competitor* will write a short Essay on any one of the following subjects :—

Comparison of the Greeks and Romans;
Comparison of the English and French;
The Eloquence of Cicero;
The Poetical Genius of Horace;
Youth and Age.

One of the questions on Roman History, and also one of those on English History, at least, must be taken up by every competitor.

Second Year Students.

Greek.—*Examiner, Professor MacDouall.*

Translate accurately and perspicuously the following extract from the *Orestes* of Euripides :—

ΧΟΡΟΣ.

αἰαῖ! *στροφή.*
δρομάδες ὦ πτεροφόροι ποτνιάδες θεαί!
ἀβάκχευτον αἳ θίασον ἐλάχετ' ἐν δάκρυσι καὶ γόοις,
μελαγχρῶτες Εὐμενίδες, αἵτε τὸν
ταναὸν αἰθέρ' ἀμπάλλεσθ', αἵματος
τινύμεναι δίκαν, τινύμεναι φόνου,—
καθικετεύομαι, καθικετεύομαι,—
τὸν Ἀγαμέμνονος γόνον ἐάσατ' ἐκλαθέσθαι λύσσας
μανιάδος μόχθων θ' οἷων (φεῦ) τάλας ὀρεχθεὶς ἔρρει,
τρίποδος ὀπόθεν ἄπο φάτιν ἔλακε θεὸς—ἔλακεν ἀνὰ δάπεδον
ἵνα μεσόμφαλοι λέγονται μυχοί.

ὦ Ζεῦ! *ἀντιστροφή.*
τίς ἔλεοις, τίς; ὅδ' ἀγὼν φόνιος ἔρχεται
θοάζων σε τὸν μέλεον, ᾧ δάκρυα δάκρυσι συμβαλεῖ
πορεύων τις εἰς δόμον ἀλαστόρων
ματέρος αἷμα σᾶς, ὅ σ' ἀναβακχιοῖ.
ὁ μέγας ὄλβος οὐ μόνιμος ἐν βροτοῖς·—
κατολοφύρομαι, κατολοφύρομαι·—

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Scholarship Examinations.

ἀνὰ δὲ λαῖφος ὥς τις ἀκάτου θοᾶς τινάξας δαίμων
κατέκλυσεν πόνων ἐν κύμασι λάβροις ὀλεθρίοις ἄφνω.
τίνα δὲ τῶν πάρος ἕτερον οἶκον ἢ τὸν ἀπὸ Ταντάλου
θεογόνων γάμων σέβεσθαί με χρή ;

καὶ μὴν βασιλεὺς ὅδε δὴ στείχει, *σύστημα α'.*
Μενέλαος ἄναξ, πολλῇ γε τρυφῇ
τῶν Τανταλιδῶν ἐξ αἵματος ὤν
εὐόλβου δῆλος ὁρᾶσθαι.
ὦ χιλιόναυν στρατὸν ὁρμήσας *σύστημα β'.*
εἰς γῆν Ἀσίαν !
χαῖρ' ! εὐτυχίᾳ δ' αὐτὸς ὁμιλεῖς
θεόθεν πράξας ἅπερ ηὔχου.

(*a*) Elucidate in brief notes whatever may appear to be difficult or ambiguous in phraseology, construction, or arrangement.

(*b*) If in your translation of any clause or sentence you follow a lection or punctuation different from that adopted above, you will try to quote or describe it accurately, and state whether it appears to you to accord with the required sense, the construction, the dochmiac metre, and the antistrophic arrangement.

LATIN.—*Examiner, Rev. Dr. Reichel.*

A.—Translate the following passages :—

1. PHILOP. Satis jam dolui ex animo et cura satis me et lacrimis maceravi :
Satis jam audivi tuas aerumnas, ad portum mihi quas memorasti.
Hoc agamus. PHILOC. Quid nunc, quoniam tecum servavi fidem
Tibique hunc reducem in libertatem feci ? HE. Fecisti ut tibi,
Philocrates, nunquam referre gratiam possim satis,
Proinde ut tu promeritu's de me et filio. PHILOC. Immo potes,
Pater, et poteris, et ego potero, et di potestatem dabunt,
Ut beneficium benemerenti nostro merito muneres,
Sicut tu huic potes, pater mi, facere merito maxime.
HE. Quid opust verbis ? lingua nullast qua negem quidquid roges.
PHILOC. Postulo abs te ut his illum reddas servum, quem hic reliqueram,
Pignus pro me, mihi qui melior quam sibimet semper fuit
Pro benefactis ejus ut ei premium possim reddere.
HE. Quum bene fecisti, referetur gratia id quod postulas ;
Et id et aliud quod mo orabis impetrabis atque te
Nolim succensere quod ego iratus ei feci mali.
PHILOC. Quid fecisti ? HE. In lapicidinas compeditum condidi
Ubi rescivi mihi data esse verba. PHILOC. Vae misero mihi,
Propter meum caput labores homini evenisse optumo.
HE. At ob eam rem mihi libellam agenti ne duis :
Gratiis a me, ut sit liber, ducito.

2. PAR. Sed Pamphilum ipsum video stare ante ostium :
Ite intro : ego hunc adibo si quid me velit.
Ere etiam tu hic stas ? PAM. Equidem te expecto. PAR. Quid est ?
PAM. In arcem transcurso opus est. PAR. Quoi homini ? PAM. Tibi.
PAR. In arcem ? quid eo ? PAM. Callidemidem hospitem
Myconium, qui mecum una vectust, conveni.

PAR. Perii. vovisse hunc dicam, si salvos domum
Redisset unquam, ut me ambulando rumperet.
PAM. Quid cessas? PAR. Quid vis dicam? an conveniam modo?
PAM. Immo quod constitui hodie conventurum eum,
Non posse, ne me frustra illi expectet. vola.
PAR. At non novi hominis faciem. PAM. At faciam ut noveris:
Magnus, rubicundus, crispus, crassus, caesius,
Cadaverosa facie. PAR. Di illum perduint.
Quid, si non veniat? maneamne usque and vesperum?
PAM. Maneto: curre. PAR. Non queo: ita defessus sum.

3. Camillus meliore multo laude, quam quum triumphantem albi per urbem vexerant equi, insignis justitia fideque hostibus victis, quum in urbem redisset, tacite ejus verecundiam non tulit senatus, quin sine mora voti liberaretur: crateramque auream donum Apollini Delphos legati qui ferrent, L. Valerius, L. Sergius. A. Manlius, missi longa una nava, haud procul freto Siculo a piratis Liparensium excepti, devehuntur Liparas. Mos erat civitatis, velut publico latrocinio partam praedam dividere. Forte eo anno in summo magristratu erat Timasitheus quidam, Romanis vir similior quam suis. Qui legatorum nomen, donumque et Deum cui mitteretur, et doni causam veritus ipse, multitudinem quoque, quae semper ferme regenti est similis, religionis justae implevit: adductosque in publicum hospitium legatos, cum praesidio etiam navium Delphos prosecutus, Romam inde sospites restituit. Hospitium cum eo senatas consulto est factum, donaque publice data. Eodem anno in Aequis varie bellatum: adeo ut in incerto fuerit et apud ipsos exercitus et Romae, vicissent victine essent.

4. Venio ad Brutum tuum, immo nostrum: sic enim mavis. Equidem omnia feci, quae potui aut in mea provincia aut in regno experiri. Omni igitur modo egi cum rege et ago quotidie, per literas scilicet. Ipsum enim triduum quatriduumve mecum habui turbulentis in rebus, quibus eum liberavi. Sed et tum praesens et postea creberrimis non destiti rogare et petere mea causa, suadere et hortari sua. Multum profeci, sed quantum, non plane, quod longius absum, scio. Salaminios autem, hos enim poteram coercere, adduxi ut totum nomen Scaptio vellent solvere: sed centisimis ductis a proxima quidem syngrapha, nec perpetuis sed renovatis quotannis. Numerabantur nummi: noluit Scaptius. Tun, qui ais Brutum cupere aliquid perdere? Quaternas habebat in syngrapha. Fieri non poterat: nec, si posset, ego pati possem. Audio omnino Scaptium poenitere. Nam, quod senatus consultum esse dicebat, ut jus ex syngrapha diceretur, eo consilio factum est, quod Salaminii contra legem Gabiniam sumpserant. Vetebat autem Auli lex jus dici de ita sumpta pecunia. Decrevit igitur senatus, ut jus diceretur ista syngrapha.

5. Praeclare Anaxagoras: qui quum Lampsaci moreretur, quaerentibus amicis, velletne Clazomenas in patriam, si quid accidisset. auferri? Nihil necesse est, inquit; undique enim ad inferos tantumdem viae est. Totaque de ratione humationis unum tenendum est, ad corpus illam pertinere, sive occiderit animus sive vigeat. In corpore autem perspicuum est, vel extincto annimo vel elapso, nullum residere sensum. Sed plena errorum sunt omnia. Trahit Hectorem ad currum religatum Achilles: lacerari eum et sentire credo putat. Ergo hic ulcisitur, ut sibi quidem videtur. At illa sicut acerbissimam rem moeret:

Vidi vivere quod me passa aegerrume
Hectorem curru quadrijugo raptarier.

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Scholarship Examinations.

Quem Hectorem? aut quamdiu ille erit Hector? Melius Accius, et aliquando sapiens Achilles:

Immo enimvero corpus Priamo reddidi, Hectorem abstuli.

Non igitur Hectora traxisti, sed corpus quod fuerat Hectoris. Ecce alius exoritur e terra, qui matrem dormire non sinat.

Mater, te appello, tu qui curam somno suspensam levas,
Neque te mei miseret: surge et sepeli natum.

Haec quum pressis et flebilibus modis qui totus theatris moestitiam inferant, concinuntur; difficile est non eos qui inhumati sunt, miseros judicare:

Priusquam ferae, volucresque—

Metuit ne laceratis membris minus bene utatur, ne ambustis non extimescit.

Non relliquias sic meas siris, denudatis ossibus,
Tetra sanie delibutas foede divexarier,

B.—1. Write *brief* notes in explanation, where required.
2. Give the metres of the verses that occur.
3. Give a sketch of the plots of the Captivi and Hecyra.

Translate into Latin:—

A few months after, on the night of the eighteenth March in the following year, a fire broke out at Rome in several places at once, in the neighbourhood of the Forum. The temple of Vesta, and its eternal fire, the type of the life of the Commonwealth, were saved with great difficulty. The fire was said to be the work of some noble Capuans, whose fathers had been beheaded by Q. Fulvius: they were accused by one of their slaves; and a confession of the charge having been forced from their other slaves by torture, the young men were put to death. Fulvius made this a pretence for fresh severities against the Capuans: and no doubt it had an influence upon the Senate when the fate of the three revolted cities of Campania was finally decided. As the Capuans had enjoyed the franchise of Roman citizens, the Senate was obliged to obtain an act of the comitia, empowering them to determine their future condition. A number of decrees were passed accordingly, as after the great Latin war, distinguishing the punishment of different classes, and even of different individuals. All who had been Senators, or had held any office, were reduced to utter beggary, their lands being forfeited to Rome, together with the whole Campanian territory, and their personal property of every kind being ordered to be sold.

Grammatical Questions.

1. Give the rule for the use of the reflexive pronoun.
2. Within what limits is the Infinitive in Latin used like a Noun Substantive?
3. What is the difference between the Subjunctive and the Indicative in hypothetical sentences?
4. Classify the uses of the Subjunctive.
5. Turn the following into *oratio obliqua*:—

Ea tanta est urbs ut ex quatuor urbibus maximis constare dicatur, quarum una est ea, quam dixi, Insula in qua domus est, quae regis Hieronis fuit, qua praetores uti solent.

6. When is *quum* used with the Indicative, and when with the Subjunctive?

7. Name some of the principal Active Verbs which have a Perfect Participle of passive form with active sense.

8. Give some of the deponents whose Perfect Participles have both an active and a passive sense.

9. How is the want of an Active Perfect Participle supplied in Latin?

History and English Literature.—*Examiner, Professor Craik.*

1. Describe the condition of the English Language for the first two centuries after the Conquest.

2. Give an account of the *Brut* of *Layamon*, the *Ormulum*, the *Chronicle* of *Robert of Gloucester*, and that of *Robert de Brunne;* noting distinctly such particulars as you recollect respecting the author of each work; describing its subject, language, style, form of composition, and character as a literary production; mentioning the original in another language from which in any case it may have been translated; and adding always whether, when, and by whom it has been given to the world through the press.

3. Give an account of the principal peculiarities that distinguish the English of Chaucer, in the vocabulary and in the grammar, both from the immediately preceding stage or form of the language and from the English of the present time; and point out and illustrate the indications which might have been discerned in it of a tendency to farther change, and of the nature and direction of such change.

4. Give an account of the English language in its existing condition; noting the sources from which its vocabulary has been drawn, with the expedients of which it may be still in the habit of availing itself for the fabrication of new words, and explaining the state to which its grammatical system has been reduced.

5. Compare the English language as an instrument of expression with any other language or languages with which you may be acquainted.

Modern Languages.—*Examiner, Dr. Frädersdorff.*

Translate into English:—

On appelle géographie la science qui s'occupe de la description de la Terre. C'est assurément une des sciences les plus utiles et les plus intéressantes: nous le ferons comprendre par une comparaison.

Supposons que l'on acquiere à la campagne une jolie propriété, où l'on ira fixer son séjour: on s'empressera sans doute de prendre connaissance de tout ce qu'elle renferme; on examinera les sources, les ruisseaux et les étangs qui s'y trouvent, et l'on se demandera quel parti avantageux on peut en tirer; on s'informera des grains, des fruits, des légumes et du bois que cette propriété peut fournir; des bestiaux que les pâturages y nourrissent; des chemins et des sentiers par où pourront être transportés les produits que l'on recueillera. On tiendra aussi à savoir quelles sont les mœurs et l'industrie des voisins avec lesquels on sera souvent en rapport; enfin, on considérera comme très utile de bien connaître cette habitation dans toutes ses parties.

Eh bien! la Terre est la propriété et l'habitation du genre humain. Nous sommes donc tous intéressés a connaître ce domaine commun des hommes, et à savoir quelles productions il peut offrir à nos usages, par quels lieux elles sont fournies, par quelles routes on peut les faire venir, et quels doivent être nos rapports avec les autres habitants de cette Terre.

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Translate into French or German :—

It is one of the great inconveniences of excess in human science that we no longer find any on our own level ; those even who know as much as ourselves, do not know it as we do. From the heights to which we have risen, we see those below us miserable and little. For in the superiority of mind, as in that of power, isolation is born of greatness. To live in isolation is the chastisement of him who wishes to raise himself too high !

Der frühe Tod.

Früh Morgens ging ein Mädchen in den Garten, sich einen Kranz zu sammeln aus schönen Rosen. Sie standen alle noch in ihrer Knospe da, geschlossen oder halbgeschlossen, des Morgenthaues duftende Kelche. „Noch will ich euch nicht brechen," sagte das Mädchen. „Erst soll euch die Sonne öffnen: so werdet ihr schöner prangen und stärker duften."

Sie kam am Mittage und sah die schönsten Rosen vom Wurm zerfressen, vom Strahl der Sonne gebeugt, erblaßt und welkend. Das Mädchen weinte über ihre Thorheit, und am folgenden Morgen sammelte sie sich ihren Kranz früh.

Seine liebsten Kinder ruft Gott früh aus diesem Leben, ehe der Strahl der Sonne sie sticht, ehe der Wurm sie berühret. Das Paradies der Kinder ist eine hohe Stufe der Herrlichkeit; der gerechteste Fromme kann sie nicht betreten, denn seine Seele ist befleckt gewesen.

Herder.

Gewalt und Liebe.

Wind und Sonne machten Wette
Wer die meisten Kräfte hätte,
Einen armen Wandersmann
Seiner Kleider zu berauben.

Wind begann;
Doch sein Schnauben
That ihm Nichts; der Wandersmann
Zog den Mantel dichter an.

Wind verzweifelt nun und ruht;
Und ein lieber Sonnenschein
Füllt mit holder, sanfter Gluth
Wanderers Gebein.

Hüllt er nun sich tiefer ein?
Nein!—
Ab wirft er nun sein Gewand,
Und die Sonne überwand.

Herder.

French Questions.

1. When and to what effect is the *y* of the root retained in the verbs *pay-er*, *employ-er*, *appuy-er*, &c., and when is this *y* replaced by a simple *i*? Give instances.

2. In which tenses, persons, and what mood does the characteristic *i* of the root of verbs *pri-er*, *cri-er*, *obli-er*, &c., produce a combination of *ii* with the accidental *i* of the termination ?

3. What are the respective meanings and genders of the following homonymes:— *Appendix, No. 8.*

cour.	*foi.*	*pair.*	*seau.*	Scholarship Examinations.
cours.	*fois.*	*paire.*	*sceau.*	
	foie.			

4. Give the first person sing. and plur. of the pres. and imperf. subj. of the following verbs:—*s'asseoir, cueillir, prendre, résoudre.*

5. Write out (in juxtaposition): (1) *plur. pres. indic.*, (2) the whole of *pres. subj.* and *imperf. indic.* of *peindre* (to paint) and *peigner* (to comb).

6. Explain when the cardinal numbers *vingt* and *cent* take the plural ending, and when they reject it.

7. Would you employ, as a general rule relative to the *order of successions* of sovereigns of the same name, the *ordinal* or *cardinal* number?

8. Render the distinctive meanings of *un brave homme* and *un homme brave*, and *un honnête homme* and *un homme honnête*, *un grand homme* and *un homme grand.*

9. Write out: *pres indic.* and *subj.* and 1 fut. of *s'en aller.*

10. Give 1 pers. sing. and plur. (*pres.* and *imperf. indic.* and *subj.*) and *past partic.* of *mourir, pouvoir, mouvoir, valoir, vouloir, coudre,* and *moudre.*

11. Make a list of some conjunctions and conjunctive locutions requiring the subjunctive.

12. Translate the following idiomatic and proverbial phrases:—

(1.) Il se fait fort de la réussite.
(2.) Vous porterez la peine de votre paresse.
(3.) Il faut qu'il en prenne son parti.
(4.) Il s'y prit de tant de façons qu'il en vint à bout.
(5.) Je l'ai mis dans son tort.

German Questions.

1. Give examples of the peculiar character of the *modern* form of adjectives, in contradistinction to the *ancient* form. Which of the two forms adheres most to general principles of grammar?

2. Which are the characteristic consonants of roots of verbs *rejecting* the accidental e of the termination?

3. When do verbs with roots in el or er drop the e from the root itself, and when from the termination? Exemplify.

4. To *modify* a vowel is to *change* a, o, u, into ä, ö, ü, respectively. Do nouns *masc.* and *fem.* with plural-ending e, mostly modify the above vowels? What is the rule, in the above respect, with reference to nouns with plural-ending er? Give some instances.

5. Mention some verbs of the ancient form that are conjugated after binden, brechen, fliegen, leſen. Give the imperf. subj. and the past partic. of these verbs.

6. Mention some idiomatical locutions with the verbs laſſen and dürfen. Translate accurately: Er laßt ihn ſeine Stärke fühlen. Das läßt nicht für meinen Stand. Das läßt ſich nicht mit Gewißheit ſagen.

7. State the rule relating to *intransitive* verbs to be conjugated with ſein (*to be*) in German, but with haben (*to have*) in English.

8. Trace some of the most general rules relating to the use of the *subjunctive* in German.

9. What is the general rule for the *sequence of tenses?* Is the *present subjunctive* ever found after the *imperf. indic.?*

10. Give a list of conjunctions introducing subordinate clauses, under the following heads:—(1) with reference to *place,* (2) *time,* (3) cause, (4) condition, (5) manner, (6) proportion, (7) concession. Illustrate by examples.

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Translate the following idiomatical locutions :—

(1.) Die Sache dürfte wohl überflüssig sein.

(2.) Er soll ein Verwandter des verstorbenen Herzogs sein.

(3.) Er will ein Verwandter des alten Feldherrn sein.

(4.) Er ließ ihn zur Ader.

(5.) Er ließ ihn zu sich kommen.

Third Year Students.

Latin.—*Examiner, Rev. Dr. Reichel.*

Translate :—

1. Congruens crediderim recensere caeteras quoque reipublicae partes, quibus modis ad eum diem habitae sint, quoniam Tiberio mutati in deterius principatus initium ille annus attulit. Jam primum publica negotia et privatorum maxima apud patres tractabantur, dabaturque primoribus disserere et in adulationem lapsos cohibebat ipse : mandabatque honores, nobilitatem majorum, claritudinem militiae, illustres domi artes spectando, ut satis constaret non alios potiores fuisse. Sua consulibus, sua praetoribus species : minorum quoque magistratuum exercita potestas: legesque, si majestatis quaestio eximeretur, bono in usu. At frumenta et pecuniae vectigales, caetera publicorum fructuum societatibus equitum Romanorum agitabantur. Res suas Caesar spectatissimo cuique, quibusdam ignotis ex fama mandabat, semelque adsumpti tenebantur prorsus sine modo, quum plerique isdem negotiis insenescerent. Plebes acri quidem annona fatigabatur: sed nulla in eo culpa ex principe : quin infecunditati terrarum aut asperis maris obviam iit, quantum impendio diligentiaque poterat. Et ne provinciae novis oneribus turbarentur utque vetera sine avaritia aut crudelitate magistratuum tolerarent, providebat : corporum verbera, ademptiones bonorum aberant. Rari per Italiam Caesaris agri, modesta servitia, intra paucos libertos domus: ac si quando cum privatis disceptaret, forum et jus. Quae cuncta non quidem comi via, sed horridus ac plerumque formidatus, retinebat tamen, donec morte Drusi verterentur : nam dum superfuit, mansere, quia Seianus incipiente adhuc potentia bonis consiliis notescere volebat, et ultor metuebatur non occultus odii, sed crebro querens incolumi filio adjutorem imperii alium vocari. Et quantum superesse ut collega dicatur? primas dominandi spes in arduo : ubi sis ingressus, adesse studia et ministros. Extructa jam sponte praefecti castra, datos in manum milites : cerni effigiem ejus in monimentis Cn. Pompeii : communes illi cum familia Drusorum fore nepotes : precandam post haec modestiam ut contentus esset.

2. Illa autem quae Carneades afferebat, quem ad modum dissolvitis? Si nullum corpus immortale sit nullum esse corpus sempiternum : corpus autem immortale nullum esse, ne individuum quidem nec quod dirimi distrahive non possit. Cumque omne animal patibilem naturam habeat, nullum est eorum quod effugiat accipiendi aliquid extrinsecus, id est quasi ferendi et patiendi, necessitatem : et, si omne animal tale est, immortale nullum est. Ergo itidem, si omne animal secari ac dividi potest, nullum est eorum individuum, nullum aeternum : atqui omne animal ad accipiendam vim externam et ferendam paratum est : mortale igitur omne animal et dissolubile et dividuum sit necesse est. Ut enim si omnis cera commutabilis esset, nihil esset cereum quod commutari non posset, item nihil argenteum, nihil aereum si commutabilis esset natura argenti et aeris ; similiter igitur, si omnia, quae sunt, ex quibus cuncta constant, mutabilia sunt, nullum corpus esse potest non mutabile : mutabilia antem sunt illa, ex quibus omnia constant, ut vobis videtur : omne igitur corpus mutabile

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est. At si esset corpus aliquod immortale, non esset omne mutabile: ita efficitur ut omne corpus mutale sit. Etenim omne corpus aut aqua aut aer aut ignis aut terra est, aut id quod est concretum ex iis aut ex aliqua parte eorum: horum autem nihil est quin intereat.

. . . Nam quos ab hominibus pervenisse dicis ad deos, tu reddes rationem quemadmodum id fieri potuerit aut cur fieri desierit, et ego discam libenter. Quo modo nunc quidem est, non video, quo pacto ille cui in monte Oetaeo illatae lampades fuerunt, ut ait Accius, "in domum aeternam patris" ex illo ardore pervenerit, quem tamen Homerus apud inferos conveniri facit ab Ulixe sicut caeteros qui excesserant vita. Quamquam, quem potissimum Herculem colamus, sane scire velim: pluris enim tradunt nobis ii qui interiores scrutantur et reconditas literas.

3. Nemo dabit regum, quanti subsellia constant
Et quae conducto pendent anabathra tigillo,
Quaeque reportandis posita es orchestra cathedris.
Nos tamen hoc agimus, tenuesque in pulvere sulcos
Ducimus et littus sterili versamus aratro.
Nam si discedas, laqueo tenet ambitiosum
Scribendi cacoethes et aegro in corde senescit.
Sed vatem egregium, cui non sit publica vena,
Qui nihil expositum soleat deducere, nec qui
Communi feriat carmen triviale moneta.
Hunc, qualem nequeo monstrare et sentio tantum,
Anxietate carens animus facit, omnis acerbi
Impatiens, cupidus silvarum avidusque bibendis
Fontibus Aonidum: neque enim cantare sub antro.
Pierio thyrsumve potest contingere sana
Paupertas atque aeris inops quo nocte dieque
Corpus eget: satur est quum dicit Horatius "Evoe!"
Qui locus ingenio, nisi quum se carmine solo
Vexant et dominis Cirrhae Nysaeque feruntur
Pectora vestra duas non admittentia curas?

4. (Unprepared.)
Nunc igitur, qui res Romanas temperat impar,
Non trabe, sed tergo prolapsus, et ingluvie albus,
Et studia et sapiens hominum nomenque genusque
Omnia abire foras, atque urbe excedere jussit.
Quid facimus? Graios, hominumque reliquimus urbes
Ut Romana foret magis his instructa magistris:
Nunc, Capitolino veluti turbante Camillo
Ensibus et trutina Galli fugere relicta,
Sic nostri [palare] senes [dicuntur,] et ipsi
Ut ferale suos onus exstirpare libellos.
Ergo Numantinus Libycusque erravit in isto
Scipio, qui Rhodio crevit formante magistro,
Caetera et illa manus bello fecunda secundo:
Quos inter prisci sententia dia Catonis
Scire adeo magni fecisset, utrumne secundis
An magis adversis staret Romana propago.
Scilicet adversis: nam cum defendier armis
Suadet amor patriae, et captiva penatibus uxor,
Convenit, ut vespis, quorum domus arxque movetur,
Turba rigens strictis per lutea corpora telis.
Ast ubi pax secura redit, oblita laborum
Plebs, patresque simul somno moriuntur obeso.
Romulidarum igitur longa et gravis exitium pax.

Appendix, No. 8.

Scholarship Examinations.

B.—1. Write brief notes in elucidation of the above passages, where required.

2. Mention any peculiarities in the style of the language of Tacitus and Juvenal, and give instances.

I.—Translate the following passage into Latin Prose:—

Now the due observation of this law, which reason teacheth us, cannot but be effectual unto their great good who observe the same. For we see the whole world, and each part thereof, so compacted, that as long as each thing performeth only that work which is natural unto it, it thereby preserveth both other things and also itself. Contrariwise, let any principal thing, as the sun, the moon, any one of the heavens or elements, but once cease or fail, or swerve, and who doth not easily conceive that the sequel thereof would be ruin both to itself and whatsoever dependeth on it? And is it possible that man, being not only the noblest creature in the world, but even a very world in himself, his transgressing the law of his nature should draw no manner of harm after it?—HOOKER.

II.—QUESTIONS.

1. Give the name of the interlocutors in the *De Natura Deorum*, and give a brief summary of the systems they expound or attack, and of the arguments they use.

2. Mention the leading facts recorded in the first four books of the Annals of Tacitus.

3. Draw parallels between Horace and Juvenal, and Plautus and Terence.

(*N.B.—These questions should, if possible, be answered in Latin.*)

MODERN LANGUAGES.—*Examiner, Dr. Frädersdorff.*

Translate into English:—

Dieu avait choisi le duc d'Enghien pour sauver la France, durant la minorité d'un roi de quatre ans. Aussi vers les premiers jours de ce règne, à l'âge de vingt-deux ans, le duc conçut un dessein où les vieillards expérimentés ne purent atteindre: mais la victoire le justifia devant Rocroy. L'armée ennemie est plus forte, il est vrai; elle est composée de ces vieilles bandes wallonnes, italiennes et espagnoles, qu'on n'avait pu rompre jusqu'alors. Mais pour combien fallait-il compter le courage qu'inspirait à nos troupes le besoin pressant de l'état, les avantages passés et un jeune prince du sang qui portait la victoire dans ses yeux! Dom Francisco de Mellos l'attend de pied ferme; et sans pouvoir reculer, les deux généraux et les deux armées semblent avoir voulu se renfermer dans des bois et des marais pour décider leur querelle, comme deux braves en champ clos. Alors que ne vit-on pas? Le jeune prince parut un autre homme. Touchée d'un si digne objet, sa grand âme se déclara tout entière: son courage croissait avec les périls, et ses lumières avec son ardeur.

A la nuit qu'il fallut passer en présence des ennemis, comme un vigilant capitaine, le duc d'Enghien reposa le dernier; mais jamais il ne reposa plus paisiblement. A la veille d'un si grand jour, et dès la première bataille, il est tranquille, tant il se trouve dans son naturel; et on sait que le lendemain, à l'heure marquée, il fallut réveiller d'un profond

sommeil cet autre Alexandre. Le voyez-vous comme il vole ou à la victoire ou à la mort? Aussitôt qu'il eut porté de rang en rang l'ardeur dont il était animé, on le vit presque en même temps pousser l'aile droite des ennemis, soutenir la nôtre ébranlée, rallier les Français à demi vaincus, mettre en fuite l'Espagnol victorieux, porter partout la terreur, et étonner de ses regards étincelants ceux qui échappaient à ses coups.

Tu vois mon trouble, apprends ce qui le cause;
Et juge s'il est temps, ami, que je repose.
Tu te souviens du jour qu'en Aulide assemblés
Nos vaisseaux par les vents semblaient être appelés.
Nous partions; et déjà, par mille cris de joie
Nous menacions de loin les rivages de Troie.
Un prodige étonnant fit taire ce transport:
Le vent qui nous flattait nous laissa dans le port.
Il fallut s'arrêter; et la rame inutile
Fatigua vainement une mer immobile.
Ce miracle inoui me fit tourner les yeux
Vers la divinité qu'on adore en ces lieux:
Suivi de Ménelas, de Nestor, et d'Ulysse
J'offris sur ses autels un secret sacrifice.
Quelle fut sa réponse! et quel devins-je, Arcas,
Quand j'entendis ces mots prononcés par Calchas!
"Vous armes contre Troie une puissance vaine,
Si, dans un sacrifice auguste et solennel,
Une fille du sang d'Hélène
De Diane en ces lieux n'ensanglante l'autel.
Pour obtenir les vents que le ciel vous dénie,
Sacrifiez Iphigénie."

Translate into French or German:

At the age of twenty-five he was master of seven languages: but unlike many estimable polyglots, who seem to have given themselves the trouble of studying different idioms, only to prove their ignorance and insufficiency before foreigners, as well as their own countrymen, the Count de Charney made these studies only preparations for others, which he regarded as far more important. If he had many servants in the service of his understanding, each of them at least had his own occupations, his own portion of duty to perform. With the Germans he studied metaphysics; with the Italians and English, politics and legislation; with all, history, which he could examine even in its earliest sources, thanks to his knowledge of the Hebrew, Greek, and Roman tongues.

Schweizerbund. Wilhelm Tell.

Werner Stauffacher fuhr über den See in das Land Uri zu seinem Freunde Walther Fürst von Attinghausen, einem reichen Landmanne. Er fand einen jungen Mann von Muth und Verstand bei ihm verborgen; von diesem erzählte Walther seinem Freund: Er sei ein Unterwaldner aus dem Melchthal, in welches man von Kerns hereingehe; er heiße Erni (Arnold) an der Halden und sei ihm verwandt; um eine geringe Sache, die Erni gethan, habe, ihn Landenberg (königlicher Vogt) um ein Gespann schöner Ochsen gebüßt; sein Vater Heinrich habe den Verlust sehr bejammert; auf dieses habe Vogts

Appendix. No. 8. Scholarship Examinations.

Knecht gesagt: „„wenn die Bauern Brod essen wollen, so können sie selbst an dem Pflug ziehen.““ Hierüber sei Erni das Blut aufgewallt, er habe mit seinem Stock dem Knecht einen Finger gebrochen; darum verberge er sich hier; indeß habe der Vogt seinem alten Vater die Augen ausstechen lassen.“ Hierauf klagten sie einander sehr daß alle Billigkeit mehr und mehr unter die Füße getreten würde, und Walther bezeugte, auch der hocherfahrne Herr von Attinghausen sage, die Neuerungen werden unerträglich; wohl glaubten sie, das Widerstand grausame Rache über die Waldstätte bringen könnte, doch kamen sie überein, Tod sei besser, als ungerechtes Joch dulden.

Grammatical Questions.

FRENCH.

1. Exemplify the rules relating to *quelque;* (1) when followed by an *Adjective, Participle,* or *Adverb;* (2) when taking a plural termination. When is it written *quel que?* Has *quel,* followed by *que,* to agree with the subject of the clause in gender and number?

2. What *mood* is required in the above instance of *quelque* and *quel que?* *Translate:* However rich he may be. Whatever merits you may have. Whatever your reputation may be. Whatever your reasons may be. Whatever reasons you may have.

3. Replacing *quelque* by *tout,* would you use the *Subjunctive? Translate:* However elegantly dressed she *is* (or *may be.*)

4. When is *toute* adverbially employed instead of *tout?* Account for its use in the following examples: Elle est *toute* stupefaite;—*toute* hardie qu'elle est; and even with a plural termination—*toutes* spirituelles qu'elles paraissent.

5. Write out of the verbs *croître* and *croire,* the following tenses: (1) the *Singular Present Indicative,* (2) the *Preterit Definite,* (3) the *Imperfect Subjunctive,* (4) the Second Person Singular of the *Imperative.*

6. Give of the verbs *coudre* and *moudre,* (1) the plural of the *Present Indicative,* (2) the *Present Subjunctive,* (3) the *défini* and *Imperfect Subjunctive,* (4) the *Present* and the *Past Participle.*

7. How does a difference of *gender* affect the respective *meanings* of the following words: *espace, forêt, moule, poste, relâche, souris, tour, trompette, voile?*

8. Show the difference between the Second Person plural *Present Indicative* of *dire, redire,* and *contredire, médire, prédire.* Give the *Imperative* (Second Person plural) of the latter verbs (according to the French Academy.) Do Laveaux and other Grammarians differ from the *Academy* on this point?

9. Give the French idioms for (1) *such as,* by translating: *Such as* you see them (*masc.*) I give you them *such as* they (*fem.*) are. (2) *Such a one* (*i.e., many a one*) *e.g.,* Many a man laughs to-day that will weep to-morrow. Many a woman fancies herself handsome that is *anything but that.* Observe also this latter idiom.

10. Render or explain the following idiomatical and proverbial locutions:—

Chercher midi à quatorze heures.
Faire croire que des vessies sont des lanternes.
Faire la pluie et le beau temps.
Cette comparaison est tirée par les cheveux.

1. What is the date of the commencement of the age of *Renaissance?*
2. Who first introduced the use of the French language instead of the Latin for official purposes?
3. What effect was produced by this change on literature generally?
4. How was French literature affected by the Port Royal?
5. Was Pascal a member of that society? Name his principal works.
6. What are the opinions of the most eminent French authors respecting his writings? When did he die?
7. Who were the most eminent French philosophical writers of the eighteenth century? What is the prevailing spirit in their works?
8. Who were the originators of the celebrated French *Encyclopédie?*

GERMAN.

1. What is meant in German by the grammatical term „Umlaut?" Define this word etymologically.
2. Exemplify the application of the above term (Umlaut) in the formation of the plural.
3. Are nouns neuter with plural-ending e mostly *modified* (*i.e.* affected) by the Umlaut or not? What is the gender of Roß, and what is its plural?
4. Form some sentences in which the verb Können denotes *moral* (opposed to *physical*) possibility.

Translate:—Er kann ein Betrüger ſein. Er kann es vergeſſen haben.

5. Give some sentences in which dürfen is conveying a notion of probability, and translate accurately—Die Frage dürfte wohl überflüſſig ſein. Du dürfteſt dich vielleicht geirrt haben.
6. Give the second and third person singular of the present indicative of ſtehlen, gebären, leſen, and ſehen.
7. Which irregular verbs assume an ancient *abnormal* form in the Imperfect *Subjunctive*, by changing the characteristic a of the Imperfect *Indicative* into ö or ü, instead of presenting the usual *normal* form of ä?
8. What is the imperfect indicative of helfen, ſterben, werben, ſpinnen, gerinnen?
9. Form some sentences with verbs governing the Dative: also with prepositions governing (1) the Dative only, (2) the Accusative only, (3) the Dative or Accusative. Distinguish (by some examples) between grammatical *transposition* and *inversion.*
10. What is the usual gender of *primary derivatives?* Form substantives from ſchlagen, werfen, ſpringen, brechen.
11. Remark on the peculiar idiomatical turn taken in German in rendering the English *Participial* Substantive.

Translate:—

(1). He has done himself a great deal of harm *by* (*his*) *offending* his relations.

(2.) I infer it from *his not coming.*

(3.) I know him by *his speaking* so loud.

(4). Er iſt davon krank geworden, daß er mehrere Nächte gewacht hat.

12. Form two or three sentences with verbs requiring the *Accusative* of the *person* and the *Genitive* of the *thing.*

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1. Name some of the principal works of Herder. When did he live?
2. Are you acquainted with the subject of Lessing's *Laokoon?* Has that work a *scientific* or rather an *artistical* tendency? Explain. Did Lessing write any *drama?*

Appendix, No. 8.

Scholarship Examinations.

3. What writer was Iffland?
4. Who wrote the tragedy „das Gewiſſen?"
5. What may you know of Klopstock and his works?
6. State what you know or may have read of the two Schlegels.

Science Scholarships.—First Year Students.

Mathematics.—*Examiner, Professor Purser.*

Algebra and Arithmetic.

1. State and prove the rule for finding the least common multiple of two integers. Find least common multiple of 7081 and 5141.

2. Reduce to its simplest form the expression

$$(a-b)(x-a)(x-b)+(b-c)(x-b)(x-c)+(c-a)(x-c)(x-a).$$

3. Write down the expansion of $(1+x)^n$. Prove that the sum of the co-efficients of any two consecutive powers of (x) in this expansion = the co-efficient of the higher power of (x) in the expansion of $(1+x)^{n+1}$. Sum the series $1+\frac{n}{1}+\frac{n.n-1}{1.2}+\frac{n.n-1.n-2}{1.2.3}$ when n is a positive integer.

4. If $x=1$ then $x^2-x=0$. If $x^2-x=0$, does it follow that $x=1$? If not, state accurately what does.

5. Solve the following equations:

(α) $\dfrac{\sqrt{a^2+x^2}-a}{\sqrt{a^2+x^2}+a}=m$

(β) $x^2+2hx=\sqrt{(x+h)^2+k^2}$

(γ) $\begin{matrix} x^4+y^4=a^4 \\ x+y=b \end{matrix}$

(δ) $\begin{matrix} x^2+5xy+y^2=15 \\ 2x^2-xy+2y^2=8 \end{matrix}$

6. Write down the quadratics where roots are

3 and 5, 4 and -7, $-\frac{p}{2}+\sqrt{\frac{p^2}{4}-q}$ and $-\frac{p}{2}-\sqrt{\frac{p^2}{4}-q}$.

7. Insert three geometric means between (a) and (b). Prove that the geometric mean between two positive quantities is always less than the arithmetic.

8. Prove the expressions for the sum of (n) terms of an arithmetic and of a geometric series. Find the sum of (7) terms of each of the following series:

3, 7, 11, &c. 11, 33, 99, &c.

9. If $\frac{x}{\alpha}=\frac{y}{\beta}=\frac{z}{\gamma}$ show that $\left(\frac{Ax+By+Cz}{A\alpha+B\beta+C\gamma}\right)^2=\frac{Lx^2+My^2+Nz^2}{L\alpha^2+M\beta^2+N\gamma^2}$

10. Define the logarithm of a number to the base (10). Given log. 2=·30103, log. 3=·47712, log. 7=·84510, determine the values of the logarithms of the remaining numbers from (1) to (10). Also of the logarithms of $\frac{1}{21}$ and ·003.

GEOMETRY AND TRIGONOMETRY.

Appendix, No. 8.

Scholarship Examinations.

1. Prove that the rectangles under the segments of two intersecting chords of a circle are equal,

(a) when the point is inside.
(b) when it is outside.

2. Construct a rectilineal figure equal to one rectilineal figure and similar to another.

3. Two triangles stand on the same base and on the same side of it. Prove that the angle between the bisectors of their vertical angles = half the sum of the angles contained by their coterminous sides.

4. Lines are drawn from the vertex of a right-angled triangle to the extremities of the square described on the base. Prove that the segments into which they divide the base form a continued proportion.

5. Define clearly the sine, cosine, and circular measure of an angle.

Write down the angles whose sine $= \frac{1}{2}$ and the angles whose tangent $= 1$.

6. Express $\tan\theta$ in terms of $\tan 2\theta$, and $\sin\theta$ in terms of $\sin 2\theta$.

7. Prove that $\sin(A-B) = \sin A \cos B - \cos A \sin B$, supposing A greater than B and each less than a right angle.

Prove also, by direct construction, that $\tan(A+B) = \dfrac{\tan A + \tan B}{1-\tan A \tan B}$.

8. In any plane triangle ABC, prove that

$$\tan B = \frac{b \sin C}{a - b\cos C},$$

$$\text{and that } \sin(B-C) = \frac{b^2-c^2}{a^2}\sin A.$$

9. The three perpendiculars from the vertices on the sides of a triangle meet in a point. Prove this, and show that the rectangle under the segments of any one of the perpendiculars $= \lambda^2 \cos A \cos B \cos C$, where $\lambda = \dfrac{a}{\sin A}$.

10. Prove that the distance in miles of the horizon of a spectator placed at the height of (h) feet above the sea $= \left(\sqrt{\frac{3}{2}.h.}\right)$

[The radius of the earth is taken at 4,000 miles]; a sailor from the mast of a ship 100 feet above the water, barely sees the top of a mountain 1,000 feet high; find the distance in miles.

11. Prove the formula—

$$\cos\tfrac{1}{2}A = \sqrt{\frac{s.s-a}{bc}}$$

Hence show that if the base and the sum of the other two sides of a triangle are given, the rectangle under the perpendiculars let fall from the extremities of the base upon the external bisector of vertical angle is also given.

Appendix, No. 8.

Scholarship Examinations.

Second Year Students.

Mathematics.—*Examiner, Professor Purser.*

Algebra and Trigonometry.

1. Eliminate (x) from the equations

$$Ax^2+2Bx+C=0 \qquad A'x^2+2B'x+C'=0\,.$$

2. Assuming the truth of the binomial theorem for positive integral indices, prove it for the cases where the index is negative or fractional.

Sum the following series where (n) is an integer:

$$1+\left(\frac{n}{1}\right)^2+\left(\frac{n.n-1}{1-2}\right)^2+ \text{ \&c.}$$

$$1-\left(\frac{n}{1}\right)^2+\left(\frac{n.n-1}{1.2}\right)^2- \text{ \&c.}$$

3. Investigate, by the method of indeterminate co-efficients, the expansions of sin θ and cos θ in powers of (θ).

4. Prove that any number may be expressed in the form

$$A+B3+C3^2+D3^3+ \text{ \&c.}$$

where each of the co-efficients is $+1$, 0 or -1.

Express in this way the number (301).

5. Rationalize.

$$\sqrt{x}+\sqrt{y}+\sqrt{z}=0.$$

Also

$$x^{\frac{1}{3}}+y^{\frac{1}{3}}+z^{\frac{1}{3}}=0.$$

6. Prove the expansion of ε^x in powers of (x).

Show that this series is always convergent.

$\left(1+\frac{1}{x}\right)^x$ tends to limit (ε) as (x) increases indefinitely?

7. Eliminate (θ) from the equations

$$a\cos\theta+b\sin\theta+c=0$$
$$a'\cos\theta+b'\sin\theta+c'=0$$

8. Resolve $\dfrac{3x^2+2x+1}{(x-1)(x-2)(x-3)}$ into partial fractions.

9. Sum the series

$$1+\frac{n}{1}\cos\theta+\frac{n\,n-1}{1\,2}\cos2\theta+\frac{n\,n-1\,n-2}{1\,2\,3}\cos3\theta+ \text{ \&c.,}$$

when $n=$ an integer.

And $\dfrac{\sin\theta}{1}-\dfrac{\sin2\theta}{2}+\dfrac{\sin3\theta}{3}-$ &c. *ad infinitum.*

10. Express in a rational form the relation subsisting between sin A, sin B, sin C, where A, B, C, are the angles of a triangle.

11. Given the angles that the sides of a known triangle subtend at an observer in the same place, how would you compute his distance from each vortex?

12. A bag contains 6 white, 6 red, and 6 black balls. Find the chance that three balls drawn out at random shall all be of different colours.

CONIC SECTIONS.

(*N.B.—The propositions to be proved geometrically.*)

1. Assuming, as the fundamental property of the ellipse, that the sum of the focal distances is constant, prove that the distance of any point from a focus bears a constant ratio to its distance from a certain fixed line.

2. Assuming, as the fundamental property of the ellipse, that the distance of any point from a certain fixed point termed a focus, bears a constant ratio to its distance from a certain fixed line termed a directrix, prove that the locus of the middle points of chords perpendicular to the directrix is a line parallel to the directrix, and hence the existence of a second focus and directrix, and the property that the sum of the focal distances is constant.

3. Prove that the sum of the reciprocals of the segments of any chord of an ellipse passing through the focus is constant.

4. The rectangle under the perpendiculars let fall from the foci on any tangent to an ellipse = the square of the semi-axis minor.

5. The tangent to a parabola bisects the angle between the focal radius vector to the point of contact, and a line through that point parallel to the axis.

ANALYTICAL GEOMETRY AND THE DIFFERENTIAL CALCULUS.

1. Explain clearly what is meant by a differential co-efficient, and in accordance with your explanation, determine the differential co-efficients of x^5 and $\sin x$.

2. Prove that if (z) is a function of (y) and (y) is a function of (x)

$$\left(\frac{dz}{dx}\right)=\left(\frac{dz}{dx}\right)\left(\frac{dy}{dx}\right)$$

And hence find the differential co-efficients of $\log(\tan x)$, $\sin(x^m)(\sin x)^m$.

3. Differentiate—

$$\sqrt{a+bx^2},\ \sin^{-1}x-\sqrt{1-x^2},\ \log(m+n\cos x),\ \frac{2a+bx}{\sqrt{a+bx+cx^2}},\ (\tan x)^x.$$

4. Prove that the general equation of the first degree in x and y represents a right line. What loci are represented by the following equations?

$$x+y=6 \quad x^2+4x+y^2=0 \quad y=0 \quad x^2-3xy+2y^2=0.$$

5. Determine the equation of the line perpendicular to $Ax+By+C=0$ and passing through $x'y'$. Hence find the equations of the perpendiculars on the sides of the triangle whose vertices are $x'y'$ $x''y''$ $x'''y'''$ and prove that they meet in a point.

6. Prove the expression for the area of a triangle whose vertices are three given points, namely,

$$\tfrac{1}{2}\{(x_1y_2-y_1x_2)+(x_2y_3-y_2x_3)+(x_3y_1-y_3x_1)\}.$$

7. Find the conditions that the equation $Ax^2+Bxy+Cy^2+Dx+Ey+F=0$ represents a circle. [Co-ordinates rectangular]. Write down the equation of a circle, touching the axis of (y) at the point $y=5$, and whose radius $=7$.

Appendix, No. 8.

Scholarship Examinations.

Third Year Students.

Mathematics.—*Examiner, Professor Purser.*

THEORY OF EQUATIONS, SPHERICAL TRIGONOMETRY, &c.

1. Eliminate (θ) between the equations

$$x = \cos 3\theta - 3\cos\theta$$
$$y = \sin 3\theta - 3\sin\theta.$$

2. Approximate to three decimal places to a root of the equations

$$x^3 - 9x + 7 = 0.$$

3. Given the biquadratic

$$x^4 - 5x^3 + 2x^2 - 11x + 1 = 0.$$

Find (a) The sum of the squares of its roots.
(b) The sum of the cubes of the reciprocals of its roots.

4. State and prove Sturm's theorem for determining the number of the real roots of an equation which lie between two assigned limits.

5. The roots of

$$x^3 + px^2 + qx + r = 0 \text{ are } \alpha, \beta, \gamma.$$

Find the equation where roots are

$$\alpha^3 + p\alpha^2,\ \beta^3 + p\beta^2,\ \gamma^3 + p\gamma^2.$$

6. Find the equation where roots are the squares of the differences of the roots of

$$x^3 + 3x^2 - x + 1 = 0.$$

7. Prove that the area of a spherical triangle $= r^2(A + B + C - \pi)$.
Given base and area of a spherical triangle, find locus of vertex.

8. Assuming the expression for the cosine of the angle of a spherical triangle in terms of the sides, prove that in a right-angled spherical triangle that

(a) The sine of one side = sine of opposite angle × sine of hypotenuse.
(b) The cosine of the hypotenuse = product of cotangents of adjacent angles.

9. Deduce the formula connecting two sides and two angles of a spherical triangle when all four are contiguous. Investigate what this formula becomes when the triangle is plane.

10. If (m) and (n) be the segments of the arc of a great circle drawn across a small circle on the sphere, and passing through a fixed point, prove that $\tan\frac{1}{2}m \tan\frac{1}{2}n = \text{const.}$

11. Prove the equation of the circle circumscribing the triangle ($\alpha\ \beta\ \gamma$), namely,

$$\sin A\beta\gamma + \sin B\gamma\alpha + \sin C\alpha\beta = 0.$$

Show that $\sin 2A\alpha^2 + \sin 2B\beta^2 + \sin 2C\gamma^2 = 0$ also represents a circle, and find its chord of intersection with the other.

12. Prove that if rectangular co-ordinate axes are turned through an angle (θ) $x + y\sqrt{-1}$ becomes $(\cos\theta + \sqrt{-1}\sin\theta)(X + Y\sqrt{-1})$.

It follows at once from this that when (n) is a positive integer

$$(\cos\theta + \sqrt{-1}\sin\theta)^n = \cos n\theta + \sqrt{-1}\sin n\theta.$$

DIFFERENTIAL AND INTEGRAL CALCULUS, &c.

Appendix, No. 8.

Scholarship Examinations.

1. If u is a homogeneous function of (x, y, z) of the degree (n), prove that

$$x\frac{du}{dx}+y\frac{du}{dy}+z\frac{du}{dz}=nu.$$

If $u=O$ be the equation of a curve in trilinear co-ordinates, then for every point on the curve

$$\left(\frac{du}{dy}-y\frac{du}{dx}\right)^2+\left(y\frac{du}{dz}-z\frac{du}{dy}\right)^2+\left(z\frac{du}{dx}-x\frac{du}{dz}\right)^2$$
$$=(x^2+y^2+z^2)\left\{\left(\frac{du}{dx}\right)^2+\left(\frac{du}{dy}\right)+\left(\frac{du}{dz}\right)^2\right\}.$$

2. If $F(x, y)=O$ be the equation of a curve, find in terms of the differential co-efficients of F

(α) The perpendicular from the origin on the tangent at the point $x'y'$.

(β) The radius of curvature at the same point.

3. V is a function of x and y. Express $\frac{d^2V}{dx\,dy}$ in terms of (r) and (θ), when

$$x=r\cos\theta$$
$$y=r\sin\theta.$$

4. Determine the following integrals:—

$$\int\frac{dx}{(a+bx^2)^{\frac{1}{3}}} \quad \int\frac{dx}{x^{\frac{1}{2}}+x^{\frac{1}{3}}} \quad \int\frac{dx}{a+b\tan x} \quad \int\frac{dx}{(a+b\cos x)^2}$$

5. Show that

$$\int dx.\frac{d}{da}.F(a, x)=\frac{d}{da}\int dxF(a, x)+\text{const.}$$

Hence prove that

$$\int\frac{d\theta}{(a\cos^2\theta+b\sin^2\theta)^2}=-\left(\frac{d}{da}+\frac{d}{db}\right)\int\frac{d\theta}{a\cos^2\theta+b\sin^2\theta}+\text{const.}$$

And that

$$\int\frac{d\theta}{(a\cos^2\theta+b\sin^2\theta)^{n+1}}=(-1)^n1.2.....n\left(\frac{d}{da}+\frac{d}{db}\right)^n$$
$$\int\frac{d\theta}{a\cos^2\theta+b\sin^2\theta}+\text{const.}$$

6. State and prove clearly in what sense

$$\int_a^b f(x).\,dx \text{ is a sum.}$$

Find by integration the area of the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$.

7. Explain fully the method of finding the envelope of a curve, whose equation contains an arbitrary parameter, and of a curve whose equation contains two arbitrary parameters, between which there exists a given relation.

As an example of the second case, find the envelope of normals to the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$.

8. Reduce the condition that two curves $y=f(x)y=F(x)$ intersect at right angles to the elimination of (x) between two equations.

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Scholarship Examinations.

Find the condition that the parabolas

$$y=Ax^2+2Bx+C$$
$$y=ax^2+2bx+c$$

intersect at right angles.

9. If r be the radius vector, p the perpendicular or tangent, show that radius of curvature $=\frac{rdr}{dp}$.

Hence find the radius of curvature of a parabola.

Find the curve such that the locus of the foot of the perpendicular on tangent is a circle.

10. Solve the following differential equations :—

$$\frac{d^2y}{dx^2}-7\frac{dy}{dx}+12y=0$$

$$\frac{dy}{dx}+y\sin x=\cos x$$

$$(x^2+y^2)^2x\frac{dy}{dx}=(x^2-y^2)^2y.$$

11. A certain sum is placed out to interest; what will be the result at the end of a year—(1) if the interest at a given rate per annum is calculated monthly and added to the principal; (2) if the interest is calculated and added at indefinitely short intervals?

12. If two lines through the origin make angles α, β, γ, and α' β' γ' with three rectangular axes, investigate the expressions for the cosines of the angles which their plane makes with the co-ordinate planes.

Find the condition that three lines $\alpha\beta\gamma$ $\alpha'\beta'\gamma'$ $\alpha''\beta''\gamma''$ lie in a plane.

NATURAL PHILOSOPHY.—*Examiner, Dr. Stevelly.*

1. Show that if the moments of two forces, whose directions meet, with respect to a certain point, be equal and have opposite directions, that point must lie on the direction of the resultant of these two forces.

2. Four forces act together upon the rigid parallelogram, *ABCD*. Two of these forces are represented in magnitude and direction by *AB* and *AD*, the other two by *BC* and *DC*. Find the line which represents the magnitude and direction of the equivalent of these. State what single force, and where applied, would be required to place the parallelogram in equilibrio.

3. Three forces of respectively 110 lbs., 1 cwt., and 116 lbs., act at the same point of a body, and in the same plane, in the direction of three lines diverging from that point at angles of 120° to one another. Find the magnitude of the resultant of these three forces; and the angle which its direction makes with the direction of the force of 1 cwt.

4. Suppose a spheric portion, whose radius is r, to be cut out eccentrically from a larger homogeneous sphere whose radius is R, and let the distance of the centre of the sphere cut out from that of the larger one be d; find the distance of the centre of gravity of the remaining shell from the centre of the large sphere, and state their relative position.

5. The accelerating force of gravity at London is suppose 32·1908. Find the specific gravity of a sample of matter, in one cubic foot of which a statical force of 4·16 lbs. is found, by acting for one second, to produce a velocity of 13·16 feet per second.

6. Investigate the relation between the space described from rest (S)

under any constant accelerating force, the last acquired velocity (v) and the time from the instant at which the motion began (t). Give the full investigation.

7. Find the accelerating force which, acting uniformly on a body through 100 yards, would cause it to acquire a velocity of 35 feet per second. Write down the general formula by which you work, and show how it is deduced.

8. If we carry a given body to several places relatively to the earth's equator, show that its weight will not be the same at all. State why the balance will not show this to be the fact; and explain what test would prove it; and by what experiment its weight at any one station may be ascertained.

9. When a plane surface whose area is A, moves obliquely through an inert fluid whose specific gravity is ρ, with the velocity V, suppose the direction of the motion makes the angle θ with the plane surface, give the expression for the part of the resistance of the fluid which impedes the onward motion of the plane in the direction of that motion. Find also the part of the action of the fluid which impels the plane sideways perpendicularly to the direction of the motion, and state the direction of the total action of the fluid on the plane, and give the expression for it.

10. Suppose m to 1 to express the ratio of the specific gravity of mercury to that of sea water, and that a barometer suspended in a diving bell, before its mouth touched the surface of the water stood at the height of h inches, and after it had descended to a certain depth the barometer is found to stand at h'; give the expression for the number of feet the mouth of the bell has descended below the surface of the sea. Take no account of any change of temperature which may occur, and suppose the bell to be kept full of air, by pumps worked above.

11. Give a general description of the coats and humours of the human eye; explain its action on the pencils of light coming from the ordinary objects of vision to enable us to see them distinctly, and explain the distinction between an optically good eye, and the two oppositely defective eyes. Explain each distinctly.

12. Explain how, by meridian transits of the moon, or one of the planets and a neighbouring fixed star, made at two distant stations which lie as nearly as possible in the same terrestrial meridian, astronomers are able to deduce the horizontal parallax of that planet or moon; and from thence its distance from the centre of the earth, whose shape and dimensions are supposed to be known.

Engineering Scholarships.—Second Year Students.

Geometrical Drawing.—*Examiner, Professor James Thomson.*

1. In Descriptive Geometry: through a given point to draw a plane parallel to a given plane.

2. If two straight lines be given by their projections, how can you ascertain whether the lines intersect one another or not?

3. Given the projections of a straight line, it is required to find the angles which it makes with the planes of projection.

4. If in a landscape picture there be two houses, each with walls understood to be built at right angles with one another, and each showing horizontal lines in two faces; but the walls of the one not being parallel to those of the other, how may the proper point of view, or eye-point, for the picture be found?

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Scholarship Examinations.

5. Make an isometrical projection of the tank shown in the accompanying diagram sheet;* the dimensions in the diagram being taken as those of a model to be isometrically projected.

6. Explain the method of drawing in perspective by the use of vanishing points and measuring points; and show at the same time to what kind of objects this method is applicable.

7. Make neat hand-sketches, showing the end of a connecting rod (which is placed before you) formed with strap, gib, and cottar. The parts are to be shown both as put together, and as separated.

8. Two planes being given by their traces, it is required to find the angle between them.

9. Through a given point to draw a plane and a line both perpendicular to a given line.

10. Why is it that vertical original lines are usually represented by vertical lines in a perspective picture; and under what conditions ought they to be represented by straight lines converging to a vanishing point?

11. If a point in space of which the perspective representation on a vertical picture plane is to be found, be given by its three rectangular co-ordinates X, Y, and Z, the eye-point being the origin of co-ordinates, the axis of X being horizontal, and parallel to the picture; that of Y being vertical, and parallel to the picture, and that of Z horizontal, and perpendicular to the picture; show how the position of the perspective representation of the given point may be determined by co-ordinates in the picture, with the centre of the picture as origin.

12. In the accompanying diagram sheet,* given a b c d as the perspective representation on a vertical picture plane of a horizontal square; it is required to find the horizon line, the centre of the picture, and the eye-point.

13. Let two circular cylinders, of equal diameters, have their axes intersecting one another at right angles, and the axis of the one vertical. Then for the two cases, 1st, in which the axis of the other is parallel to the vertical plane of projection; and, 2nd, in which it is not; show how to draw the vertical projection of the intersection of the two cylindric surfaces.

CHEMISTRY.—*Examiner, Dr. Andrews.*

1. What volume would 100 vol. of dry air, measured under a pressure of 25 in., and at the temperature of 10° C., occupy under a pressure of 30 in. and at 0° C.?

2. Give an account of the method of determining the highest and lowest temperatures during the day and night.

3. Why is the temperature of low-pressure steam issuing at the end of a long tube connected with a boiler nearly the same as its temperature in the boiler itself?

4. Explain the cause of the low temperature of high-pressure steam, when it is allowed to escape into the air.

5. How is tension or force of steam determined for temperatures above 212°?

6. Equal weights of two liquids a and b, at the respective temperatures of 60° and 90° being mixed together, give, after all corrections are made, a temperature of 70°; what is the relation between their specific heats?

7. Why is the temperature of a thermometer indicated for a clear night with a naked bulb thermometer lower than that indicated by a thermometer covered with silver leaf?

* Furnished to Students at the Examination, but not printed in Calendar.

8. How many cubic inches of hydrogen gas are obtained by the solution of 50 grains of zinc in sulphuric acid, 100 cubic inches of air weighing 31·0 grains? (at. wt. zinc = 32·5).

9. Describe the reaction when oxygen gas is prepared by the action of sulphuric acid on the bichromate of potash.

10. How may oxygen gas be separated from nitrogen by direct absorption?

11. When 101 parts of nitrate of potash are heated with 98 parts of oil of vitriol, what reaction takes place?

12. Mention some of the solvents of the deutoxide of nitrogen.

13. What is the action of chlorine gas upon carbonic oxide?

14. Describe the structure of flame, and explain the action of the different parts of the flame in blow-pipe experiments.

15. What are the characteristic properties of the metallic elements?

16. What is the composition of gunpowder and the principal products formed when it explodes.

17. Give an account of the most important salts of soda.

18. How is steel prepared from bar iron, and also directly from cast iron; describe, also, the method of tempering it.

19. What are the tests of the protoxide and of the sesquioxide of iron?

20. Give an account of the principal alloys of copper.

21. How is the amount of silver in a silver coin determined in the moist way?

22. Describe the tangent galvanometer, and the method of using it.

23. How is the presence of free electricity in the atmosphere discovered by means of the gold-leaf electroscope?

24. Explain the expressions $f = \frac{E}{R+r}$ and $f' = \frac{n\,E}{n\,R+r}$

EXPERIMENTAL PHYSICS.—*Examiner, Dr. Stevelly.*

1. State some of the experimental proofs that a body has inertness as distinguished from its weight. Explain the relation between weight and inertia, and the leading circumstances in which they differ. State some of the facts, as to the mode of action of each, which distinguish them.

2. State some of the facts which lead to the conclusion that the atoms or ultimate particles of which bodies are composed are absolutely unchangeable in all their properties, and indestructible during any of the changes of form they undergo in the ordinary operations of nature or art.

3. Out of one angle of a rectangular plate of homogeneous lead, of uniform thickness, whose length is 12 inches and breadth 9 inches, I cut a similar and similarly posited rectangular portion, whose length is 4 inches and breadth 3 inches. Find the position of the centre of gravity of the remaining gnomon.

4. Enumerate the mechanic powers or most simple machines. Describe the lever. State the law which determines the relation of two forces which equilibrate on the lever; and prove its truth.

5. Describe the wedge. State the relations, direction and magnitude of three pressive or constant forces which equilibrate on a wedge, and prove your statement.

6. Two railway trains are passing each other—one is moving at the rate of 35 British miles an hour, the other in the opposite direction at the rate of 25 British miles. State the velocity of each train, in feet, per second; and state the relative velocity with which two passengers, one in each, who wanted to converse, pass each other.

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Scholarship Examinations.

7. From the experiments of General Sabine it was inferred that the accelerating force of gravity at the sea level at London was 32·1908 feet. Calculate the number of feet a heavy body would freely fall through, from rest at London, in three seconds of time ; and state the velocity with which it is moving at the end of that time.

8. A fragment of a rock which is found to weigh 527¼ grains, when suspended by a fibre of silk to a balance and immersed in distilled water, is found to counterpoise only 284·83 grains. Calculate its specific gravity and explain the hydrostatic principle of your calculation.

9. Explain how the specific gravity of a body lighter bulk for bulk than distilled water is found, as, for instance, a piece of deal timber. Explain in detail both the process and the hydrostatic principle.

10. Suppose the specific gravity of mercury to that of sea water to be 13·25 to 1, and that a person going down in a diving bell observed a barometer in the bell to stand at 30 inches, just as the mouth of the bell was about to touch the surface of the sea ; after he has descended to some depth, he again observes the barometer to stand at 36 inches, the attendants above pumping enough of air to keep the bell just full. How many feet has the mouth of the bell descended below the surface of the sea ? Take no account in the calculation of any change of temperature, but state generally what would take place in that respect.

11. Exemplify the three states in which any kind of matter may exist, by the three distinct states in which water is found to exist, and describe the leading relations to temperature, sensible, latent, and specific heat, of water, in each of these states.

12. Explain how the ordinary objects of vision are made up of visible points. Explain what kind of pencils of light emanate from each of these visible points ; and show how an image of a visible object placed before a plain reflector (a common looking-glass suppose) is formed.

Third Year Students.

Surveying, Levelling, Engineering Geodesy, &c.—*Examiner, Professor James Thomson.*

1. When a survey is to be made so as to admit of readily computing areas from the field-book directly, without plotting a map, how ought the offsets to be managed in passing from those measured in reference to one chain-line, to those measured in reference to the next, where the two chain-lines meet at a station ? Your answer is to be accompanied by sufficient explanations to render the reasons for it clear.

2. If a triangle is to be determined by measurement of a side and the two adjacent angles, how much would be the errors in the lengths of the required sides, which would arise from an error of one minute in one of the measured angles, in the case in which that required side, whose angle with the given side is wrong by one minute, is found from the data to be about 2,330 links, and in which the angle opposite to the given side is found to be about 30° ?

3. How may areas given in Irish acres, roods, and perches, be reduced to statute (imperial) acres, roods, and perches ?

4. Explain what you consider the best and most expeditious method for ordinary use for testing and adjusting Gravatt's level : and, in doing so, give explanations as to what uses may be made of the diaphragm adjustment screws, and the bubble-tube adjustment screws.

5. Give a brief outline of the method for setting out railway curves "*by angles at the circumference*" (Professor Rankine's method); firstly, in the case in which the point of intersection of the given straight tangents to the ends of the curve is accessible; and, secondly, in which it is inaccessible.

6. Explain the method of setting out railway curves "*by offsets.*"

7. If on a railway, an engine or carriage passes at a given velocity, from a straight line, tangentially into a circular curve of given radius, a certain amount of centrifugal force begins instantly; what would be the radius of a circle in which the centrifugal force would be half as much; and again, what would be the radii of two successive circular arcs to be interposed between the straight line and the principal curve for the railway bend, so that the centrifugal force would be firstly one-third, and secondly two-thirds of that in the principal curve?

8. Explain how to set out the "*half-breadths*" for a railway cutting in sidelong ground.

9. Distinguish between Common Lime Mortar, Hydraulic Mortar, Roman Cement, Portland Cement, and Plaster of Paris.

10. What are the chief distinctions between *coniferous* and *non-coniferous* trees, in respect to the timber supplied by them?

11. Mention some of the methods which have come much into notice for preserving timber from decay. Give what information you can as to their advantages, or their success or failure, for preserving railway sleepers, and the timber of piers exposed to the sea.

Medical Scholarships.—Second Year Students.

Anatomy.—*Examiner, Dr. Redfern.*

1. Name and describe such parts of the following bones, as will enable you to refer them to their proper positions on the right or left side of the body, and state how this is to be done:—The clavicle, patella, ulna, unciform, third metacarpal, fibula, astragalus, cuboid, internal cuneiform, and fifth metatarsal.

2. Describe the method of removal of the brain for its subsequent anatomical examination, naming each of the parts met with, and particularizing the position in which each requires to be cut for this purpose.

3. Describe the ligaments which attach the axis to the occipital bone.

4. State the extent, course, and relations of the ureter, vas deferens, ductus communis choledochus, and the duct of the submaxillary gland.

Chemistry.—*Examiner, Dr. Andrews.*

[*Questions* 1 *to* 15 *same as those printed in Engineering Paper*, p. 80.]

16. Give an account of the more important salts of magnesia.

17. What is the composition of alum? Mention also the bases which can replace the alumina and potash respectively.

18. How is metallic arsenic prepared from the oxide, and what are its properties?

19. Describe the method of analysing an organic compound of carbon, hydrogen, and oxygen.

20. State the composition of starch, and of the different kinds of sugar, and mention briefly their characteristic properties.

21. Give an account of the process of etherification.

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Scholarship Examinations.

Third Year Students.

Physiology.—*Examiner, Dr. Redfern.*

1. Describe the epigastric and obturator arteries, and their varieties of origin, course, and relations; stating the relative importance of these varieties in practice.
2. State what muscles are attached to the fibula, and to the radius, respectively, and describe the precise extent of each attachment.
3. Describe the microscopical structure and arrangement of the dentine of the human teeth.
4. What are the uses of the elasticity and contractility of the coats of the blood vessels?
5. Give all the proofs you know that the nervous system influences the contractility of the blood vessels.

Practical Chemistry.—*Examiner, Dr. Andrews.*

1. State the average density of ordinary urine, and of diabetic urine, in degrees of Twaddell's Hydrometer. Explain the method of reducing the degrees of Twaddell.
2. What is the action of reagents upon magnesia? Describe also the method of determining its amount in mineral analysis.
3. How are the salts of baryta distinguished from those of strontia?
4. What are the characteristic reactions of the salts of the oxide of copper?
5. State the composition of the ferrocyanide and of the ferridcyanide of potassium, the methods of preparing them, and their applications in analysis.
6. What compound is formed when ammonia is added to a solution of corrosive sublimate? State also its composition.
7. What is the action of reagents upon the arsenites of silver and copper?
8. How is arsenic acid prepared, and what are its properties?
9. Mention the organic bodies usually present in urine, and the method of discovering them.
10. How would you distinguish a deposit of urate of ammonia from one of the ammoniaco-magnesian phosphate?
11. Describe the mode of preparing either coneine or nicotine.
12. Give an account of the properties of albumen and of fibrin.

Fourth Year Students.

Anatomy and Physiology.—*Examiner, Dr. Redfern.*

1. Give the general and microscopical characters of the lenticular glands of the stomach, the solitary and aggregate glands of the small intestine, and the follicular glands of the great intestine; state also their position, their relations to the structures of the wall of the alimentary canal, and the modifications of these structures in the neighbourhood of the glands above named.
2. State the steps of a dissection to expose the anterior surface of the scalenus anticus muscle, mentioning each part in the order in which it is

met with, with its extent in the dissection, and the method of disposing of it.

A systematic description of the parts is not required, but the position and the mode of recognition of each are to be fully stated.

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1. Give an account of ciliary motion. State in what parts of the human body it occurs, with the extent and uses of it in each part, as far as is known.

2. How do we see objects singly with two eyes? How do we refer objects to their proper position in space, judge of the size and distance of objects, and distinguish solid bodies from drawings by the visual sense?

3. What are the functions of the parts of the eighth pair of cranial nerves, and of the branches of the vagus? State how you would propose to test each of these functions by experiment.

4. What are the constituents of the urinary secretion? Name the variations in these substances which can be easily and certainly recognised in diseased conditions, and state how this is to be done.

MATERIA MEDICA.—*Examiner, Dr. Reid.*

1. Name our chief sedative medicines.
2. Write prescriptions for the internal use of each in a fluid form.
3. Name our antiperiodic medicines.
4. Write prescriptions for the internal use of each.
5. On what tissue of the body do astringent medicines act chiefly?
6. In what ways do they act?
7. How are they classified?
8. Name the chief astringent principle furnished by vegetables, and the substance containing it in largest proportion.
9. Write prescriptions for its use in the form of pill and powder.
10. With what substance has cusparia or angustura bark been adulterated, and how would you distinguish the genuine from the spurious?
11. What ingredients enter into the composition of the compound colocynth pill of Dublin, and how does it differ from the Edinburgh preparation?
12. Name the medicines on the table, and classify them therapeutically.

SURGICAL ANATOMY.—*Examiner, Dr. Gordon.*

1. Describe the formation of the elbow joint, the alterations and lesions which take place in its various dislocations, mentioning particularly the circumstances which respectively shall enable us to form a correct diagnosis.

2. Describe the displacement that occurs in fractures of the bones of the leg, and also mention the muscles which offer most resistance to their adjustment, and which chiefly tend to reproduce the deformity, and also the position most suitable in their treatment.

3. Describe the lateral operation of lithotomy, and the parts necessarily divided in its performance, mentioning those rare distribution of arteries which have been known to give rise to serious and fatal hæmorrhage.

4. A small sword is thrust horizontally through the chest between the eighth and ninth ribs, on the same vertical line as the nipple. What parts has it passed through?

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Scholarship Examinations.

MEDICAL JURISPRUDENCE.—*Examiner, Dr. Hodges.*

1. Describe the post mortem appearances observed in poisoning with tartar emetic, and the method of applying electrolysis for the separation of antimony from organic liquids.

2. What substances are known to produce salivation?

3. What are the chemical means required in the treatment of poisoning by the following substances—Tartar Emetic, Corrosive Sublimate, Strychnine, Copper?

4. What post-mortem alterations may occasionally be observed in the stomach, when death has been produced by ordinary causes and not by poison?

MODERN LANGUAGES.—*Examiner, Dr. Frädersdorff.*

Translate into English :—

Rome représente le principe du gouvernement; si elle combat, c'est pour unir, pour organiser dans un corps puissant toutes les nations qu'elle absorbe. A la suite de ses légions marchent ses légistes. Sa vraie littérature c'est son droit immortel, c'est-à-dire l'unité dans le commandement; c'est aussi l'éloquence du Forum, destinée à le faire prévaloir. Sa vie politique, c'est la fondation du pouvoir; son histoire, c'est l'épopée de la guerre et de la conquête.

Un sénat puissant, âme de Rome et du monde, attire et assimile tout élément étranger. La plèbe, c'est-à-dire les vaincus, les nouveaux Romains, lutte en vain au nom du principe humain de la liberté; le jour où la liberté semble triompher, où, le sénat, ce pouvoir multiple, est convaincu d'impuissance à représenter la force centrale, ce jour-là se constitue la vraie forme de Rome, l'unité la plus formidable du commandement, le despotisme militaire, l'empire; forme si vitale, que par elle seule Rome organise définitivement le monde déjà conquis, et que le nom de cette puissance se prolonge à travers les temps modernes comme un objet d'admiration et de terreur, comme l'effroi de la liberté et la suprême ambition de quiconque aspire à fonder un vast et énergique pouvoir.

Il est remarquable que c'est l'orgueil du commandement qui donne à la littérature romaine une originalité frappante. Dans sa poésie elle croit imiter la Grèce; elle en copie toutes les formes; mais une pensée inconnue à la Grèce domine et agrandit cette imitation. Partout dans les poëtes latins au-dessus de ces riantes images de la mythologie s'élève l'image plus haute de l'immortelle cité: par delà les sommets de l'Olympe on découvre toujours les murailles de la grande Rome, *altæ mœnia Romæ.*

O rage! ô désespoir! ô vieillesse ennemie!
N'ai-je donc tant vécu que pour cette infamie?
Et ne suis-je blanchi dans les travaux guerriers
Que pour voir en un jour flétrir tant de lauriers?
Mon bras qu'avec respect toute l'Espagne admire,
Mon bras qui tant de fois a sauvé cet empire,
Tant de fois affermi le trône de son roi,
Trahit donc ma querelle, et ne fait rien pour moi?
O cruel souvenir de ma glorie passée!
Œuvre de tant de jours en un jour effacée!
Nouvelle dignité, fatale à mon bonheur!
Précipice élevé d'où tombe mon honneur!
Faut-il de votre éclat voir triompher le comte,

Et mourir sans vengeance, ou vivre dans la honte ?
Comte, sois de mon prince à présent gouverneur ;
Ce haut rang n'admet point un homme sans honneur ;
Et ton jaloux orgueil, par cet affront insigne,
Malgré le choix du roi, m'en a su rendre indigne,
Et toi, de mes exploits glorieux instrument,
Mais d'un corps tout de glace inutile ornement,
Fer, jadis tant à craindre, et qui, dans cette offense,
M'as servi de parade, et non pas de défense,
Va, quitte désormais le dernier des humains,
Passe, pour me venger, en de meilleures mains.

Translate into French or German.

The period of two hundred and forty years, from the accession of Hugh Capet to that of St. Louis, is described by Sismondi as "a long interregnum, during which the authority of king was extinct, although the name continued to subsist." A history of France, during this period, is a history, not of its monarch, but of its nobles, and as yet these details are neither heroic nor important enough to be interesting. A duke had sprung up in Aquitaine, a king in Provence. The establishment of the Norman princes has already been narrated. Betwixt them and Aquitaine, Anjou obeyed a warlike court. To the North the first Baldwin possessed the County of Flanders, betwixt the Somme and the Meuse. The Duchy of Burgundy was formed in the East, whilst that of Lorraine was altogether independent of France, and held by tongue as well as rule (*régime*) to the Empire of Germany.

Translate into English :—

Der Vesuv.

Neapel, Dienstag, den 20 März 1787.

Die Kunde einer so eben ausbrechenden Lava, die für Neapel unsichtbar nach Ottajano hinunter fließt, reizte mich, zum drittenmale den Vesuv zu besuchen. Kaum war ich am Fuße desselben aus meinem zweirädrigen, einpferdigen Fuhrwerk gesprungen, so zeigten sich schon jene beiden Führer, die uns früher hinauf begleitet hatten. Ich wollte keinen missen und nahm den einen aus Gewohnheit und Dankbarkeit, den andern aus Vertrauen, beide der mehreren Bequemlichkeit wegen mit mir.

Auf die Höhe gelangt, blieb der eine bei den Mänteln und Victualien, der jüngere folgte mir, und wir gingen muthig auf einen ungeheuern Dampf los, der unterhalb des Kegelschlundes aus dem Berge brach; sodann schritten wir an dessen Seite her gelind hinabwärts, bis wir endlich unter klarem Himmel aus dem wilden Dampfgewölke die Lava hervor quellen sahen.

Man habe auch tausendmal von einem Gegenstand gehört, das Eigenthümliche desselben spricht nur zu uns aus dem unmittelbaren Anschauen. Die Lava war schmal, vielleicht nicht breiter als zehn Fuß, allein die Art, wie sie eine sanfte, ziemlich ebene Fläche hinabfloß, war auffallend genug; denn indem sie während des Fortfließens an den Seiten und an der Oberfläche verkühlt, so bildet sich ein Kanal, der sich immer erhöht, weil das geschmolzene Material unterhalb des Feuerstroms erstarrt, und welcher die auf der Oberfläche schwimmenden Schlacken rechts und links gleichförmig hinunter wirft, wodurch sich dann nach und nach ein Damm erhöht auf welchem der Gluthstrom ruhig fortfließt wie ein Mühlbach Wir gingen neben dem ansehnlich erhöhten Damme her, die Schlacken rollten regelmäßig an den Seiten herunter bis zu unsern Füen. Durch einige Lücken des Kanals konnten wir den Gluthstrom von unten sehen und, wie er weiter hinabfloß, ihn von oben beobachten.

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Scholarship Examinations.

Ach, was soll der Mensch verlangen?
Ist es besser ruhig bleiben?
Klammernd fest sich anzuhangen?
Ist es besser, sich zu treiben?

Soll er sich ein Häuslein bauen?
Soll er unter Zelten leben?
Soll er auf die Felsen trauen?
Selbst die festen Felsen beben.

Eines schickt sich nicht für Alle.
Sehe Jeder, wie er's treibe!
Sehe Jeder, wo er bleibe,
Und wer steht, daß er nicht falle!

Geh! gehorche meinen Winken,
Nutze deine jungen Tage,
Lerne zeitig klüger sein?
Auf des Glückes großer Wage
Steht die Zunge selten ein
Du mußt steigen oder sinken,
Du mußt herrschen und gewinnen,
Oder dienen und verlieren,
Leiden oder triumphiren,
Amboß oder Hammer sein.

Göthe.

CHEMISTRY.—*Examiner, Dr. Wyville Thomson.*

1. Describe the preparation of acetic anhydride, and contrast its properties with those of acetic acid.
2. Describe the different methods employed to obtain the fatty acids free from glycerine, for the manufacture of candles.
3. How is magnesium prepared, and what are its properties?
4. Calculate the theoretical densities of alcohol and ether.
5. Give an account of the theory of etherification.
6. State the composition of the chlorine substitution compounds from Dutch liquid and hydrochloric ether, and mention by what property the isomeric compounds derived from the former are distinguished from those derived from the latter.
7. What are the general laws of electrolysis?
8. Describe Daniell's battery, and explain the principle upon which the constancy of its action depends.
9. Give an account of the spectra produced by potassium, sodium, cæsium, rubidium, thallium, barium, and strontium.

DUBLIN: Printed by ALEXANDER THOM, 87 & 88, Abbey-street,
For Her Majesty's Stationery Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR THE

ACADEMIC YEAR 1862–63.

WITH APPENDICES A TO L INCLUSIVE.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1864.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC YEAR 1862–63.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In compliance with the requirements of the Statutes of Queen's College, Cork, and with the provisions of the Colleges Act of Parliament, I have the honour to submit the following Report of the Proceedings of that College, during the Academic Year 1862-3, and of the state of the various departments of the College in that year.

1. EXAMINATIONS FOR ENTRANCE—NUMBERS AND CLASSIFICATION OF STUDENTS.

The Examinations for Entrance were held in the usual manner, at the opening of the Session, and on subsequent days, as fixed by the College Council. The arrangements to this effect are given in the Prospectus of the Session, of which a copy is annexed, forming Appendix A.

At those Examinations 61 new Students were entered as Matriculated Students to the First Year's Class, as were also 21 Students who had previously matriculated, but who from not having been promoted, or from other causes, were disqualified from proceeding with the higher studies of a Senior Class, and were therefore obliged to re-enter the class of the first year, and resume the more elementary course. The total number of Matriculated Students in the First Year's Class for the Session of 1862–63 was, therefore, 82.

In addition to the above, there presented themselves, to proceed with the studies of the Senior Year, 137 Students who had passed the Sessional Examinations at the close of the previous Academic Session. The total number of Matriculated Students in Queen's College, Cork, for the year 1862-63 was, therefore, 219.

In addition to the above 219 Matriculated Students there entered to attend the lectures of particular professors 20 Non-Matriculated Students. The total number of Students attending the College during the Session 1862-63 was, therefore, 239.

The classification of those Students according to their collegiate standing is shown in the following table, and the numbers can thus be compared with those given in former reports:—

Courses of Study in order of College standing.		Session 1861–62.	Session 1862–63.
Matriculated Students	Course of First Year,	110	82
	Course of Second Year,	55	64
	Course of Third Year,	20	42
	Course of Fourth Year,	22	25
	Special Courses not for University Degrees,	4	6
Total Matriculated Students,		211	219
Non-Matriculated Students,		18	20
Total number of Students,		229	239

In regard to Faculties and courses of study for Degrees and Diplomas, the classification of the Students who attended the College during the Session 1862-63 was as follows:—

	Matriculated.	Non-Matriculated.	Total.
In the Faculty of Arts,	72	–	72
In the Faculty of Medicine,	104	18	122
In the Faculty of Law,	7	–	7
In the Course of Engineering,	42	2	44
In the Course of Agriculture,	4	–	4
Total,	229	20	249

The number 229 exceeds that given previously as the total number of Matriculated Students (219) by 10. This excess is caused by so many Students having entered to follow at the same time more than one course of study for faculties or degrees. Under this head there were—

Attending Arts and Medicine,	6
Attending Arts and Law,	2
Attending Arts and Agriculture,	2
Total,	10

The respective ages of Matriculated Students are given in the following tables, arranged, first, as regards College standing, and second, as to the Faculties or Courses attended:—

TABLE OF AGES BY STANDING.

CLASSES.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	21 Years.	Total.
1st Year,	1	2	8	16	13	13	11	6	12	82
2nd Year,	–	–	1	4	10	18	10	5	16	64
3rd Year,	–	–	–	–	8	9	11	6	8	42
4th Year,	–	–	–	–	–	1	2	6	16	25
Special Courses,	–	–	–	–	1	–	2	1	2	6
Total,	1	2	9	20	32	41	36	24	54	219

TABLE OF AGES BY FACULTIES.

FACULTIES.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	21 Years.	Total.
Arts, . . .	1	1	4	10	11	20	11	3	11	72
Medicine, . .	–	1	–	3	13	12	18	18	39	104
Law, . . .	–	–	–	–	–	2	3	–	2	7
Engineering, .	–	–	6	7	7	8	7	2	5	42
Agriculture, .	–	–	–	–	1	–	1	–	2	4
Total, . .	1	2	10	20	32	42	40	23	59	229

Including the 10 duplicates as above.

The ages of the 61 new Students who entered Queen's College, Cork, for the first time, in the Session 1862-63 were as follows:—

13 Years, .	1	17 Years, .	11	21 Years, .	8
14 Years, .	2	18 Years, .	8		
15 Years, .	8	19 Years, .	5	Total, .	61
16 Years, .	12	20 Years, .	6		

Of the 219 Matriculated Students, 4 interrupted their studies before the termination of the Session.

2. COLLEGE EXAMINATIONS FOR SCHOLARSHIPS AND SESSIONAL PROMOTION OF MATRICULATED STUDENTS.

The Examinations for Scholarships and Sessional promotion were conducted under the direction of the College Council; and the numbers and natures of the Scholarships awarded for the year 1862-63 were as follows:—

Of the 7 Senior Scholarships in the Faculty of Arts, 4 were awarded.

Of the 30 Junior Scholarships in the Faculty of Arts, 27 were awarded.

Of the 2 Senior and 6 Junior Scholarships in the Faculty of Medicine, all were awarded.

In the Faculty of Law the Senior Scholarship was not awarded. The 3 Junior Scholarships were all awarded.

The 6 Scholarships in the Courses of Engineering and Agriculture were all awarded.

The Examinations for those Scholarships were conducted in the usual manner, principally by printed papers, but in some cases *viva voce*. The subjects included in each Scholarship course are described in the Prospectus, Appendix A, and the more important examination papers are given in Appendix B.

The Examinations for Sessional promotion were held at the termination of the Session, in the usual manner, and with the following results.

In the Faculty of Arts, of 27 Students of the first year, 13 were promoted. Of 24 Students of the second year, 15 were promoted. Of 14 Students of the third year, 13 were promoted, and recommended to examination for the Degree of A.B. The 6 Students of the fourth year were recommended to examination for the Degree of A.M.

In the Department of Engineering, of 24 Students of the first year, 13 were promoted. Of 11 Students of the second year, 5 were promoted; and the 7 Students of the third year were recommended to examination for the Diploma of Civil Engineer.

In the Department of Agriculture no promotion took place.

Of 7 Students in the Faculty of Law, 5 were promoted to Senior Classes, and 1 recommended to examination for the Diploma of Elementary Law.

No promotion to senior standing takes place in the Medical Faculty, and, therefore, only such Students are examined at the close of the Session as are candidates for Medical Scholarships or for prizes. The Students attending special classes, not for University degrees, are not required to pass the Sessional Examinations. The general result may therefore be expressed as follows:—

	Promoted.	Not Promoted.	Total.
In the Faculty of Arts, . .	48	24	72
In the Faculty of Law, . .	5	2	7
In the Course of Engineering,	25	17	42
In the Course of Agriculture,	–	4	4
	78	47	125
In the Faculty of Medicine, where no promotion is required, .			104
Total, including Special Courses and Duplicates, .			229

Having regard to the strictness of the Sessional Examinations, the proportion of Students promoted may be considered satisfactory. The Professors also reported favourably of the answering for honors at those Examinations, and the College Council awarded prizes to the Students who were specially recommended. The Examinations were conducted by printed papers and *viva voce*, as in those for Scholarships. A selection of the papers used will be found in Appendix C, and a list of the Students on whom Sessional prizes were conferred is given in Appendix D.

3. Courses of Instruction.

The particulars of classes, the number of Lectures delivered by each Professor, and the number of Students attending each class is given in the following table:—

Subjects.	Number of Lectures weekly.	Number of Lectures delivered.	Number of Students attending.
Greek Language, . . .	10	228	48
Latin Language, . . .	9	216	51
English Language, . . .	3	29	24
History, ...	3	49	15
English Literature, . . .	3	47	17
French Language, . . .	9	240	83
Celtic Languages, . . .	3	30	3
German Language, . . .	3	24	8
Mathematics, ...	6	196	77
Chemistry, ...	3	65	62
Practical Chemistry, . . .	3	45	30
Natural Philosophy, . . .	13	295	68
Natural History, . . .	3	70	32
Geology and Mineralogy, . .	3	75	11
Logic, ...	3	29	23
Metaphysics, ...	3	58	3
Civil Engineering, . . .	12	158	44
Agriculture, ...	3	65	4
Anatomy and Physiology, . .	5	120	69

Subjects.	Number of Lectures weekly.	Number of Lectures delivered.	Number of Students attending.
Practical Anatomy,	5	110	69
Surgery,	3	58	50
Medicine,	3	57	31
Midwifery,	3	57	29
Materia Medica,	3	68	33
Medical Jurisprudence,	3	36	23
English Law,	3	72	7
Jurisprudence,	3	24	4
Civil Law,	3	24	6
Political Economy,	3	24	6

Those several courses of instruction were delivered by the Professors in a very satisfactory manner, and the arrangements for securing efficiency of instruction were satisfactorily carried out. By the co-operation of the Commissioners of Public Works, temporary accommodation and appropriate fitments were provided for those Professors whose departments had suffered by the recent fire, and the Professors themselves succeeded, through remarkable zeal and devotedness to their duties, in compensating fully for such disadvantages as the circumstances necessarily entailed. The diligence and progress of the Students were also found to be highly creditable. Additional details as to the courses and as to the special Professional Departments will be found in the Reports of the Professors annexed, forming Appendix E.

4. Queen's University Examinations, Honors and Degrees conferred.

Peel Exhibitions.

Those Students who had suitably completed their Collegiate courses were recommended to the Senate of the Queen's University to be examined for their respective Diplomas and Degrees. The names of those Students of Queen's College, Cork, who obtained Degrees or Diplomas at the University Examinations, held in June and October, 1863, and also the names of those who obtained University Honors at those Examinations, are given in Appendix F.

At the close of the University Examinations an Exhibition of £20 for three years, from the Peel Subscription Fund, was conferred upon Mr. Thomas Ryan, for proficiency in the First University Examination in Arts, and one of £15 for two years, on Mr. William Quarry, for proficiency in the First Examination in Engineering. Those honors, although belonging to the Session 1862-63, had been noticed in my last Report, when the beneficial influence of the Endowments which originated in the generous sympathy of Sir Robert Peel was referred to.

5. Competitive Examinations and Civil Service Appointments.

Special College Prizes.

At the Examination for the Special Prizes founded by the Council of Queen's College, Cork, to encourage proficiency in those branches of study embraced in the principal Competitive Examinations for the public service, the first prize was awarded

to Mr. Michael O'Brien; the second prize was not awarded; and the third prize was awarded to Mr. James Beamish.

The regulations of the College Council regarding the Special Prizes, together with the Papers of Questions used at the Examinations, are given in Appendix G.

At the Examinations held in London in 1863, Mr. John Lombard and Mr. Thomas F. O'Donnell obtained appointments in the Indian Civil Service; and Mr. James Barry, Mr. Charles Haines, Mr. Joseph Curtis, Mr. Frederick H. Dunbar, and Mr. John Clapp were appointed, after Competitive Examination, to the Army Medical Service.

6. Libraries, Museums, and Botanic Gardens.

The alterations and additions made in those departments during the past year do not call for any special remark, and the Reports of the Librarian and of the Curator of the Museum, which are annexed, forming Appendix H, Nos. 1 and 2, will supply information as to details.

I beg leave again to represent the necessity, already so strongly urged, for the extension of the building of the Medical Faculty. The Clarendon Building is totally insufficient for the proper accommodation of the Anatomical Students, and much inconvenience results to the Literary and Scientific Professors of the College from the unavoidable interference of the Medical Departments with their arrangements. Neither have any steps been taken to provide a conservatory or hot-house for plants for the use of the Professor of Natural History, although the urgent want of such has been so often and so pressingly urged. I beg leave, therefore, to refer, and again solicit attention to the representations made in former Reports upon this subject.

7. Financial Position of the College.

I have the honour to annex copies of the several College accounts, as furnished by the Bursar, and also of the distribution of the Parliamentary Grant among the several departments of the College, for the year 1862–63, forming Appendix I, Nos. 1 and 2, viz.—

No. 1. Account of Receipt and Expenditure of Endowment, under the Queen's College Act of Parliament.

No. 2. Account of Expenditure of Parliamentary Grant for Fitments, Libraries, Museums, and of Receipts from College Fees, Fines, &c.

Your Majesty's Government having arranged to apply a sum of £600 from out of the Parliamentary Grant of £1,600, in order to increase the salaries of certain Professors,—the amount of that grant made available for College purposes and brought into the account, No. 2 is but £1,000.

8. Conduct and Discipline of the Students.

I have to report that during the past year the conduct of the Students of Queen's College, Cork, has been very satisfactory. A few trifling instances of breach of discipline occurred, which were

decided on by the Vice-President, and two rather more serious cases were suitably dealt with by the College Council. The Report of the Vice-President on Discipline, and the Return of Punishments from the Registrar, are annexed, forming Appendix K, Nos. 1 and 2.

The religious and moral conduct of the Students has been, during the past year, as I believe, also satisfactory. The Licensed Boarding-houses, and the regulations under which they are carried on, remain as in last year, but the number of Students under twenty-one years of age residing in those Boarding-houses is very small. I have the honour to annex the Reports of the several Deans of Residences who are attached to the College, viz., that of the Rev. Mr. Webster for the Established Church; that of Rev. Dr. Magill for the Presbyterian Church; that of the Rev. Mr. MacMullen for the Wesleyan Communion; and that of the Rev. Mr. Whitelegge for the Unitarian Body, forming Appendix K, Nos. 3 to 6.

With regard to the numerical proportions of the several religious bodies among the Students, I beg to report, that of the 219 Matriculated and 20 Non-Matriculated Students who were on the College books in the Session 1862–63, there were—

Religions.	Matriculated.	Non-Matriculated.	Total.	Per cent.
Roman Catholics,	86	10	96	40·2
Established Church,	113	8	121	50·6
Presbyterians,	7	1	8	3·4
Wesleyans,	10	1	11	4·6
Society of Friends,	2	–	2	0·8
Unitarian,	1	–	1	0·4
Total,	219	20	239	100·0

It may be interesting to state here, for the purpose of comparison, the similar numbers and religions of the Students who have entered the Queen's College, Cork, for the Session now current, 1863–64, up to present date, 21st December, 1863; they are as follows:—

Religions.	Matriculated.	Non-Matriculated.	Total.	Per cent.
Roman Catholics,	105	5	110	44·9
Established Church,	94	6	100	40·9
Presbyterians,	12	–	12	4·9
Wesleyans,	12	–	12	4·9
Society of Friends,	2	–	2	0·8
Unitarian,	1	–	1	0·4
Independents,	6	2	8	3·2
Total,	232	13	245	100·0

The increase of the number of Roman Catholic Students in the current Session is very remarkable, and must be satisfactory to the friends of united education.

9. Burning of Queen's College, Cork.—Statement of Dr. Bullen.

I feel it my duty, in the interests of education and of justice, to report to your Majesty the circumstances connected with the statements which Denis B. Bullen, M.D., Professor of Surgery in

Queen's College, Cork, had submitted to your Majesty's Government, regarding the origin of the fire by which the western wing of this College was in great part destroyed on the 13th May, 1862, and which statements were also laid before the College Council on the 23rd October last, by Dr. Bullen.

In June 1863, Mr. J. Pope Hennessy, M.P., stated in the House of Commons, on the authority of a Professor, that the Cork College had been set on fire by an official of the College. As this accusation might be considered to reflect on every officer of the College, I called on Mr. Hennessy, on behalf of my colleagues, to name his authority. This was at first refused, but after some time Mr. Hennessy avowed that his informant was Dr. Bullen. I, then, at once urgently requested leave from the Government to publish the depositions which Dr. Bullen had made on oath, of all he knew or could surmise about the matter, in order that the public might be enabled to judge whether Dr. Bullen was justified in making such a charge; but that leave was refused, as contrary to official usage. The correspondence between Mr. Hennessy and myself, with my letter, asking leave to publish Dr. Bullen's deposition, and Sir Thomas Larcom's reply, are given in Appendix L, Nos. 1 to 10, inclusive.

On the 17th July, 1863, Sir Thomas Larcom informed me that Dr. Bullen had accused me of suggesting to him, that he and I should draw up a joint report on the origin of the fire, and attribute the crime to ultramontane influence; and that in support of his statement, Dr. Bullen had sent in to the Government extracts copied from his common-place book, purporting to be memoranda of conversations with me on the subject of the fire. I replied that Dr. Bullen's statement was utterly false; that no such suggestion and no remark capable of such an interpretation had ever been made by me to him, or to any other person.

I also called the attention of the authorities to the very questionable morality of Dr. Bullen's writing down secretly in a common-place book calumnies pretending to be reports of private conversations with the President of the College in which he is Professor, and after the lapse of fourteen months, sending a copy of his inventions to the Government in support of a charge, the mischievousness of which was only neutralized by its absurdity.

I have the honour to annex Sir Thomas Larcom's letter, forwarding Dr. Bullen's letter and memoranda from his common-place book, and also my letters to Sir Thomas Larcom in reply, and to his Excellency the Lord Lieutenant, forming Appendix L, Nos. 11 to 15.

At the commencement of the present Session of Queen's College, Cork, the College Council assembled; and on the 23rd October, 1863, Dr. Bullen laid before the Council copies of the depositions he had sworn in July, 1862, together with a correspondence he had had with a view of procuring his own appointment as President of Queen's College, Cork, in my stead; as also a letter which he had addressed to the Right Reverend Dr. Delany, Roman Catholic Bishop of Cork, explaining his views of the relations of the Roman Catholic Church to the Queen's Colleges. Dr. Bullen added

thereto a statement, purporting to be my private conversations with him about the fire, substantially the same as he had already sent in to the Government. The College Council referred the papers without investigation to me, and I forwarded them to the Government, in order that they might obtain proper consideration. I received a reply informing me that the Government did not consider that further inquiry could lead to any useful result, and I then asked for copies of the documents for publication, which were supplied to me. I have the honour to annex Dr. Bullen's letter, enclosing his papers to the College Council; the resolution of the Council; my letters to Dr. Bullen, and to Sir Thomas Larcom, forwarding the papers; Dr. Bullen's depositions, sworn on the 29th July, 1862; his correspondence about being made President, his letter to the Right Reverend Dr. Delany, and his pretended report of conversations with me; also Sir Thomas Larcom's letter, informing me that the Government would make no further inquiry, with my letters asking and Sir Thomas Larcom's letters supplying the various papers for publication. The above documents form Appendix L, Nos. 16 to 26.

From the above statement and the appended documents a judgment can be formed as to the validity of the grounds upon which Dr. Bullen has thought proper to prefer such charges against the officers of the College and against me. I am quite satisfied to leave to the wisdom of your Majesty, and to the impartial opinion of the public, the decision as to his conduct, and the notice which it may be considered to deserve.

Signed,

ROBERT KANE, *President.*

Queen's College, Cork,
December 22, 1863.

APPENDIX.

APPENDIX A.

Appendix A. General Regulations of College, &c.

General Regulations of the College.—List of Officers.—Programme of Courses for Matriculation and Scholarship.—Hours of Lecture.—Special Courses for Competitive Examinations and the Public Service.—University Examinations, &c.

Queen's University in Ireland—Queen's College, Cork.

Faculties of Arts, Medicine, and Law.—Session 1862–63.

President—Sir Robert Kane, F.R.S., M.R.I.A.

Vice-President—John Ryall, LL.D.

Professors.

The Greek Language	John Ryall, LL.D.
The Latin Language	Bunnell Lewis, A.M.
History and English Literature	William Rushton, A.M.
Modern Languages	Raymond de Vericour, D. es. L.
Celtic Languages	Owen Connellan, Esq.
Logic and Metaphysics	George Sidney Read, A.M.
Mathematics	George Boole, D.C.L., Oxon., F.R.S.
Natural Philosophy	J. England, A.M.
Chemistry	John Blyth, M.D.
Natural History	Joseph Reay Greene, A.B.
Geology and Mineralogy	Robert Harkness, F.R.S.S.L. & E., F.G.S.
Engineering	Alexander Jack, A.M.
Agriculture	Edmund Murphy, A.B.
Anatomy and Physiology	J. Henry Corbett, M.D., L.R.C.S.I.
Practice of Medicine	Denis C. O'Connor, A.B., M.D.
Practice of Surgery	Denis B. Bullen, M.D.
Materia Medica	Purcell O'Leary, B. es. L., A.M., M.D., F.B.S.
Midwifery	Joshua R. Harvey, A.B., M.D.
English Law	Michael Barry, M.R.I.A.
Jurisprudence and Political Economy	Richard Horner Mills, A.M.

Officers.

Curator of Museum	Robert Harkness, F.G.S., F.R.S.S.E. & L.
Registrar	Robert John Kenny, Esq.
Bursar	Edward M. Fitzgerald, Esq.
Librarian	Matthias O'Keeffe, A.M., M.D.

The College Session, 1862–63.

The *First Term* will commence on the 21st of October, 1862, and end on the 20th of December.

The *Second Term* will commence on the 5th of January, 1863, and end on the 28th of March.*

The *Third Term* will commence on the 13th of April, 1863, and end with the Session, on the 13th of June.

* The Easter recess for the Medical Faculty will commence on the Tuesday before Easter, and end on Easter Monday.

Subjects of the Matriculation Examinations.

For the Faculties of Arts, Medicine, and Law.

Greek:

Grammar.

Any one of the following Authors which the Candidate may select:—

Homer—Iliad, Books I. and II.
Xenophon—Anabasis, Books I. and II.
Lucian—Walker's Selections.

Latin:

Any one of the following Authors which the Candidate may select:—

Virgil—Æneid, Books I. and II.
Sallust—Conspiracy of Catiline.
Cæsar's Gallic War, Book I.

English:

Grammar—

(1.) The principles of Etymology and Orthography.
(2.) The leading Rules of Syntax.

Composition, and writing from dictation.
Outlines of Grecian History to the death of Alexander the Great.
Outlines of Roman History to the accession of Augustus.
Outlines of Ancient and Modern Geography.

Mathematics:

Arithmetic—Principles of Notation. Vulgar and Decimal Fractions. Definition of the terms, Ratio and Proportion. The Rule of Proportion, with its commercial applications, including Simple Interest.
Algebra—Explanation of the signs and meaning of an Index. Calculation of the values of Algebraical Expressions, when particular values are given to the letters which they involve.
Euclid—Book I., with the definitions and axioms.

For the Department of Civil Engineering.

The outlines of Modern Geography; Grammar.
Mathematics—Arithmetic, Principles of Notation, Vulgar and Decimal Fractions, with the reasons of the different rules. Rule of Proportion, with its commercial applications; Extraction of the Square Root, both of whole numbers and decimals.
Algebra—Explanation of the signs and meaning of an Index, calculation of the value of Algebraic expressions, when particular values are given to the letters which they involve.
Euclid—Books I., II., III., IV., and VI., with the definitions of Book V.

For the Department of Agriculture.

The English Language:

Grammar and Composition.

Mathematics:

First Four Rules of Arithmetic. Proportion. Vulgar and Decimal Fractions. Extraction of the Square Root.

Modern Geography.

Matriculated Students.

Persons intending to become *Matriculated* Students of the College, in any of the Faculties or Departments of Faculty, are required to pass the Matriculation Examination, whereby they are declared competent to pursue the course of study

Appendix A.

General Regulations of College, &c.

prescribed to Students in that Faculty or Department of Faculty, and, on completing this course, are entitled to become Candidates for the Degrees or Diplomas granted by the Queen's University in Ireland.

The Examinations for the MATRICULATION *of Students in the several Faculties and Departments of Faculty, will commence at Ten o'clock, on Tuesday, the 21st of October*, 1862.

Candidates for Matriculation are required to forward their names to the Registrar of the College, and to state the Faculty or Department of Faculty for which they propose to Matriculate, at least *three days* before the commencement of the Matriculation Examinations.

Each Candidate, before being admitted to the Matriculation Examination, is required to pay the Bursar of the College the *Matriculation and College Fees* for the year, amounting together to 10*s.* for each Faculty or Department of Faculty. These fees will be returned to such Candidates as may fail in passing the Matriculation Examination.

After passing the Matriculation Examination, and before receiving a Certificate thereof, or joining the several Classes, each Student of the Literary and Science Divisions of the Faculty of Arts is required to pay the Bursar of the College the sum of £4 15*s.*, being a *moiety* of the *Class Fees* for the Session. The remaining moiety will be required on or before the 10th of December, 1862.

Students of the Faculties of Medicine and Law, and of the Departments of Engineering and Agriculture in the Faculty of Arts, are required to pay on Matriculation, and before receiving a Certificate thereof, the *whole* of the Fees of the Classes for which they enter. See Table of Class Fees.

Junior Scholars are exempt from the payment of more than *one* moiety of the *Class Fees* for the Session.

In order to encourage the study of French by Candidates for Matriculation, a prize of £5 will be offered for competition in that language, to such Students as shall have passed the Matriculation Examination for the Session 1862–63.

Matriculated Students are required to wear an academic dress.

In May and June are held General Examinations in the subjects lectured upon during the Session; and a sum of One Hundred Pounds is awarded in Prizes to the most distinguished Students.

Students who have pursued part of their studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, are permitted, on passing the prescribed Examinations, to take corresponding rank in this College, and also to compete for Scholarships of the corresponding year; provided they shall not hold at the same time a Scholarship or other office of emolument in any University or College of a University.

NON-MATRICULATED STUDENTS.

Gentlemen who do not propose, or are not prepared, to Matriculate, but who wish to avail themselves, in other respects, of the advantages offered by the College, are permitted to attend the Professors' Lectures, without passing any of the Examinations, on paying to the Bursar the regulated Class Fees, amounting generally to £2 for each course, and College Fee of 5*s.* for the Session; but they cannot become Candidates for Scholarships or Prizes, or enjoy the other privileges of Matriculated Students. They are, however, entitled to the use of the Library, on subscribing the Library Regulations, and paying a fee of 15*s.* for each Session; and the Professors are authorized to recommend to the Council to grant Certificates of Honour to the most distinguished of them in their respective Classes.

EAST INDIA CIVIL SERVICE.

The attention of parents and guardians is directed to the new arrangements for the East India Civil Service; according to which Writerships are open to competition at Examinations prescribed by the Board of Control. The course of Lectures in the Queen's College, Cork, are well adapted to prepare Candidates

for this Examination, which includes the following branches of knowledge, their relative importance being indicated by the annexed scale of marks. *Appendix A.*

General Regulations of College, &c.

English Language and Literature:	
Composition,	500
English Literature and History, including that of the Laws and Constitution,	1,000
	1,500
Language, Literature, and History of Greece,	750
,, ,, ,, Rome,	750
,, ,, ,, France,	375
,, ,, ,, Germany,	375
,, ,, ,, Italy,	375
Mathematics, pure and mixed,	1,250
Natural Sciences—that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy,	500
*** No candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500) may be obtained by adequate proficiency in any three.	
Moral Sciences—that is, Logic, Mental, and Moral Philosophy,	500
Sanscrit Language and Literature,	500
Arabic Language and Literature,	500
	7,375

Library and Museum.

The Library and Museum are open, under certain regulations, to all the Students.

Faculty of Arts.

Lectures.

The Lectures of the several Professors in this Faculty will commence on Monday, the 3rd of November, 1862, except those on the "English Language" and on "Logic," which will not be delivered until the commencement of the Second Term.

Scholarships.

The Examinations for Scholarships will commence on Monday, the 27th of October.* The College Council are empowered to confer, at these Examinations, Ten Senior Scholarships of the value of £40 each, and Forty-five Junior Scholarships, viz.:—Fifteen in Literature, and Fifteen in Science, of the value of £24 each; Six in Medicine, Three in Law, and Two in Civil Engineering, of the value of £20 each; and Four in Agriculture, of the value of £15 each—and if competent Candidates present themselves, these Scholarships will be awarded to the most deserving. The Scholarships are tenable for one year only; but the Scholars of each year are, at its expiration, eligible to become Candidates for the Scholarships of the succeeding year. A Scholarship, however, of the same year in the same Faculty, cannot be held twice by the same Student.

The Scholarships of the first year are open to all Students of the respective Faculties who have passed the Matriculation Examination. Those of the second, third, and fourth years are open to all Students who have passed the Examina-

* See Programme of Scholarship Examinations.

Appendix A.

General Regulations of College, &c.

tions, and attended the Lectures prescribed in the preceding part of their Course of Study.

If any Student be placed, at the Examination for Junior Literary and Science Scholarships, first on both the lists of Candidates, he will be entitled to a Scholarship of each Division; but in no other case will the same Student be permitted to hold two Scholarships.

No Student is entitled to become a Candidate for a Scholarship until he shall have paid the College and Class *Fees for the current Session. To be paid on or before the day previous to the Examination.*

The Scholarship endowment is paid by Quarterly Instalments, and its tenure is dependent on the Scholar's performance (so far as required by the Council) of the duties prescribed by the Statutes. These duties are to take charge of the Class-Rolls, to Register the attendance of the Students, to assist the Professors, &c.

If the Scholar be not obedient to the orders of the Council, be removed from the College, or, by non-attendance on Lectures, fail to keep the terms required for promotion, he forfeits his Scholarship.

The Scholar in the Faculty of Medicine must attend during the year of his appointment the classes recommended for his year of study in the order of the following Curriculum:—

FIRST YEAR.	THIRD YEAR.
Anatomy and Physiology.	Surgery.
Chemistry.	Midwifery.
French and German.	Practical Anatomy.
Natural Philosophy.	Clinical Surgery.
Zoology and Botany.	
SECOND YEAR.	**FOURTH YEAR.**
Anatomy and Physiology.	Practice of Medicine.
Materia Medica.	Medical Jurisprudence.
Practical Anatomy.	Clinical Medicine.
Practical Chemistry.	

Junior Scholarships.

Subjects of Examination for Literary Scholarships of the First Year.

The Greek Language:

Homer—The Iliad, Books I., II., III., IV., V., VI.
Euripides—The Medea.
Herodotus—The Second Book.
Xenophon—The Anabasis, Books I., II., III.
Lucian—Walker's Selections.
Greek Prose—Re-translation of short sentences from English into Greek.

The Latin Language:

Virgil—First Six Books of the Æneid, the Georgics.
Horace—First Two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute, De Amicitiâ.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translation from English into Latin, of portions of Cicero.

N.B.—The Examination in Greek and Latin will be conducted partly *vivâ voce*, and partly by printed questions.

The English Language:

Original Essays on subjects proposed by the Examiner. The Principles of English Grammar. The Laws of Etymology and Orthography. Craik's Outlines of the History of the English Language.

History and Geography:

Grecian History to the Death of Alexander the Great.
Roman History to the Accession of Augustus.
Outlines of Ancient and Modern Geography.

Subjects of Examination for Literary Scholarships of the Second Year.

The Greek Language:

Homer—Iliad, Books XX. to XXIV. inclusive.
Herodotus—Book I.
Euripides—Alcestis.
Thucydides—Book I.
Composition in prose and verse. Grecian History and Ancient Geography.

The Latin Language:

Virgil—Eclogues and Æneid.
Horace—Odes, Satires and Epistles.
Terence—Phormio.
Cicero—Tusculan Disputations.
De Oratore.
Juvenal—Satires, I., III., VIII., XIII., XIV.
Sallust—Jugurthine War.
Livy—Book IV.
Tacitus—Histories, Book I.
Composition in prose and verse.

The English Language:

History of English Literature. Period, 1558-1649. Text Book, Chambers' Cyclopædia of English Literature. Vol. I., pp. 79-163.
Shakspeare's Julius Cæsar.

The French Language:

Bossuet—Oraisons Funèbres.
Lafontaine—Fables.
Barthe—Histoire de la Littérature Français.
Translation from English into French.

Subjects of Examination for Literary Scholarships of the Third Year.

The Greek Language:

Homer—Odyssey, Books XV. to XVIII. inclusive.
Æschylus—Prometheus, Vinctus.
Euripides—Alcestis.
Xenophon—Anabasis, Books II. and III.
Thucydides—Book I.
Composition in prose and verse. Grecian History and Ancient Geography.

The Latin Language:

Virgil—Eclogues, Georgics, and Æncid.
Horace—Odes, Satires, and Epistles.
Cicero—Tusculan Disputations.
Actiones Verrinæ.
De Oratore.
Terence—Adelphi and Phormio.
Juvenal—Satires, I., III., VIII., X., XIII., XIV.
Livy—Book IV.
Tacitus—Annals, Book I.
Histories, Book I.
Composition in prose and verse.

The English Language:

History of English Literature. Period, 1558-1649. Text Book, Chambers' Cyclopædia of English Literature. Vol. I., pp. 79-311.
Hallam's Middle Ages. Chapter I. and II.
Shakspeare's Macbeth and Hamlet.

The French Language:

Translation from English into French.
Questions on French Literature.

Subjects of Examination for Science Scholarships of the First Year.

Arithmetic:

Mensuration of rectilineal figures and of the circle.

Algebra:

The Solution of Simple and Quadratic Equations with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The nature of Logarithms.

Appendix A.

General Regulations of College, &c.

Euclid:
Books I., II., III., and IV., with deductions.

Trigonometry:
Definitions of the Sine, Tangent, &c., of an angle. The easier analytical formulæ. The Solution of Plane Triangles, with demonstrations. Nature and Use of the Tables.

Subjects of Examination for Science Scholarships of the Second Year.

The Higher Arithmetic:
Mensuration, with formulæ:
Algebra:
The Solution of Equations with one or more unknown quantities. Elimination. Theory and use of Logarithms. Theory of Equations. Binomial and Exponential Theorems. Compound Interest and Annuities.

Geometry:
Euclid, Books I., II., III., IV., VI., with deductions. Application of Algebra to Geometry. Analytical Geometry of the straight-line and circle.

Trigonometry:
The Solution of Plane Triangles, with demonstrations of the formulæ. Theorems relating to single arcs. Theorems relating to the sums and differences of arcs. Application to heights and distances. Elements of Spherical Trigonometry.

Subjects of Examination for Science Scholarships of the Third Year.

Logic:
Scholastic Logic. The Theory of Hypothetical Syllogisms and Inductions, and the New Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Mathematics:
Algebra—Theory of Equations and Methods of Approximation. Elimination. Summation of series. Binomial and Exponential Theorems. Scales of Notation, &c.
Trigonometry—Plane and Spherical, with Astronomical applications.
Analytical Geometry.
Differential Calculus, involving demonstrations of the rules for differentiating Algebraic, Circular, and Exponential Functions, founded upon a clear statement of the nature of Limits and Definition of a Differential co-efficient. Taylor's and Maclaurin's Theorems. Maxima and Minima. Criteria of the same, with proofs. Equation of Tangent, Normal, Evolute, &c.
Integral Calculus, including more particularly Rational Fractions, Binomial Differentials, Areas of Curves, Rectification of Curves, Cubature of Solids of Revolution.

Mechanics:
Statics. Equilibrium of forces in the same place. Dynamics. Rectilinear Motion. Motion in a circle. Simple pendulum. Impact. Motion in a Parabola.

Optics:
Ganôt—Traite de Physique, Livre VII.

Astronomy:
Brinkley's Astronomy, omitting the Appendix.

Subjects of Examination for Engineering Scholarships of the First Year.

Arithmetic:
Mensuration:
Algebra:
Euclid:
Trigonometry:
} As for Science Scholarships of the First Year.

Subjects of Examination for Engineering Scholarships of the Second Year.

Mathematics:
The same as for Science Scholarships of the Second Year.

French:
Barthe—Histoire de la Littérature Français.
Translation from English into French.

Chemistry:

Laws of Combination and Affinity—Preparation and Properties of the Chief Organic Substances—Metallurgic Operations—Mortars and Cements.

Geometrical Drawing:

Descriptive Geometry—Orthographic Projection—Isometric Projection—Perspective.

A prize of £20 will be offered for competition, at the commencement of next Session, to Engineering Students who shall be proceeding with the Third Year's course; the successful Candidate for which shall be required to conform to all the rules referring to Scholars; the examination for such prize to be in the following subjects, viz.:—

Subjects of Examination for Prize for Engineering Students of the Third Year.

Mathematics:

The same as for Third Year's Science Scholarship in Arts.

Natural Philosophy:

Newth's Mechanics.
Brinkley's Astronomy (omitting the Appendix).
Ganòt—Traite de Physique—Books VI., VII., VIII., IX.

Geology and Mineralogy:

Civil Engineering:

Instruments used by the Civil Engineer. Their Adjustments and use. Surveying Levelling. Materials used in construction. Principles of Architecture.

Subjects of Examination for Agricultural Scholarships of the First Year.

The English Language:

Grammar and Composition.

Mathematics:

Vulgar and Decimal Fractions, Involution and Evolution, Proportion and Interest, Mensuration.

Geography:

Outlines of Modern Geography.

Book-keeping:

Subjects of Examination for Agricultural Scholarships of the Second Year.

Chemistry:

Laws of Combination and Affinity—Chemical History of the Constituents of Soils, Plants and Manures, Chemical Problems of the Nutrition of Plants and Animals.

Natural Philosophy:

Principles of Statics and Dynamics—Hydraulics and Pneumatics—Application to the Theory of Farm Operations, Buildings and Instruments.

Zoology and Botany:

The Lectures of the Professor for the preceding year.

Theory of Agriculture:

Principles of Nutrition, and Growth of Cultivated Plants—Agricultural Botany—Classification and Properties of Soils and Manures—Meteorology in relation to Agriculture.

Senior Scholarships.

The Seven Senior Scholarships appropriated to the Faculty of Arts will be conferred, by examination, on the most distinguished Students who shall have proceeded to the Degree of A.B. in the Queen's University, for proficiency in Special Departments of Study, viz.:—One Scholarship in the Greek and Latin Languages, and Ancient History; One in Modern Languages, and Modern History; One in Mathematics; One in Natural Philosophy; One in Metaphysics and Economical Science; One in Chemistry; and One in Natural History.

Appendix A. General Regulations of College, &c.

Subjects of Examination for the Senior Scholarships in the Greek and Latin Languages, and Ancient History.

The Greek Language:

Aristophanes—The Frogs.
Plato—The Gorgias.
Together with the Subjects for the Honor Examination at the University.
Composition in Attic Prose and Iambic Verse.

The Latin Language:

Virgil. Horace.
Lucretius—Books V., VI.
Ovid—Fasti. Book I.
Persius.
Plautus—Capteivei and Trinummus.
Terence—Phormio and Andria.
Cicero—De Oratore.
Tusculan Disputations.
Ad Atticum, Books III. to VI.
Actiones Verrinæ.
Livy—Books XXI. and XXIII.
Tacitus—The Histories.
Composition in Prose and Verse.

For Senior Scholarships in Modern Languages and History.

The French Language:

Corneille—Le Cid; Cinna.
Mignet—Histoire de la Revolution Française.
Histoire de la Littérature Française, par Barthe ou Nisard.

The German Language:

National Literature, Von A. F. Vilmar.
Schiller's Maria Stuart.
Göethe's Ephigenie.
History—Hallam's Middle Ages.
Chap. II., Part 1, The Feudal System.
Chap. VIII., Part 1, Anglo-Saxon Constitution.
Chap. VIII., Part 2, The Anglo-Norman Constitution.
Chap. VIII., Part 3, The English Constitution.

The Italian Language:

Tasso—Gerusalemme Liberata—First Five Cantos.
Dante's Inferno—Italian Literature, published by Messrs. Chambers.
Translation from English into French, German, or Italian.

For the Senior Scholarships in Mathematics.

The subjects of previous Examinations (for which see page 18), with the following additions, viz.:

Analytical Geometry of Three Dimensions.
Differential Equations.

For the Senior Scholarship in Natural Philosophy.

Duhamel—Mécanique, Volume I.
Brinkley—Elements of Astronomy, including the Appendix.
Lloyd—Lectures on Wave Theory of Light.
Ganòt—Traite de Physique.

For the Senior Scholarship in Metaphysics and Economical Sciences.

The subjects discussed in the Lectures of the Professors, with the following additions:

Metaphysics:
Sir William Hamilton's Philosophical Essays and Notes on Reid.
Mill—System of Logic, Book III. to the end of Volume I.

Jurisprudence and Political Economy:
Principles of Political Economy, by John Stuart Mill.

For the Senior Scholarship in Chemistry.

Stœchiometry, and the general doctrines of Theoretical Chemistry:

The Laws of Combination—Atomic Theory—Relation between the Atomic Weight and the Volume of Bodies.
Relation between the external form and Chemical constitution of Bodies—Isomorphism, Dimorphism, Amorphism, Allotropy, Isomerism, Polymerism, Metamerism.
Atomic constitution of Compounds—Theories of Acids and Salts.
Determination of the equivalent of Bodies—Stœchiometrical calculations.

Inorganic Chemistry:

Preparation and Properties of the Chief Metallic and Non-Metallic Substances and their Compounds.
Metallurgy of Iron, Zinc, Lead, Copper, Tin, Mercury, Gold, Silver.

Organic Chemistry:

Principles of Organic Analysis—Determination of the formulæ of Organic Compounds—Theories of Compound Radicals and Types—Doctrine of Substitution, Homologous Series, Conjugated Compounds.
Preparation and Properties of the Compounds of the Radicals, Cyanogen, Ferrocyanogen, Methyle, Formyle, Acetyle, Amyle.

For the Senior Scholarship in Natural History.

The Lectures of the Professor.
Carpenter—Principles of Comparative Physiology.

Course for the Degree of Bachelor of Arts.

Candidates for the Degree of Bachelor of Arts are hereby required—

1. To have been admitted Matriculated Students of one of the Colleges of the Queen's University in the Faculty of Arts.
2. To have subsequently studied in one of the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Degree of Bachelor of Arts shall extend over three Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

English (One Term).
Greek.
Latin.
Modern Continental Languages.
Mathematics.

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following:—

Greek (Second Course).
Latin (Second Course).
Modern Continental Languages (Second Course).
Mathematics (Second Course).

THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy. (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses shall, in all cases, be understood to include passing such examinations as may be appointed by the College Council, and the catechetical parts of the Courses of Lectures.

Candidates for the Degree of Bachelor of Arts shall reside at their respective Colleges during at least the first two terms of each Session, but may be exempted from residence during the third term by a special grace of the College Council.

Third year's Students may substitute attendance on one or on two Courses of Honor Lectures, for a like number of the Courses above set down for study in the third Session.

Candidates for the Degree of Bachelor in Arts shall pass two University Examinations—a Preliminary and a Degree Examination.

The Course for the Preliminary Examination shall include Greek, Latin, a Modern Continental Language, and Mathematical Science. Students who have completed their second Session must pass this Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have completed the Undergraduate Course, may offer themselves at the Degree Examination for graduation either with Honors or without Honors.

Appendix A.

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If they seek to graduate with Honors, they may select for their Examination any one of the following groups :—

Greek and Latin.
Modern Continental Languages.
Mathematical Science.
Experimental Science.
Natural Science.

Or any two of the following :—

English Language and Literature.
Logic and Metaphysics.
Logic and History.
Logic and Political Economy.

Candidates who seek the Degree without Honors, may select for their Examination any group of the subjects from the following lists, provided the sum of the numbers attached in this list to be selected subjects be at least four :—

English Language and Literature,	2	Latin,	1
Mathematical Science,	2	Each Modern Continental Language,	1
Experimental Physics,	2	Logic,	1
Chemistry,	2	Metaphysics,	1
Zoology,	1	History,	1
Botany,	1	Political Economy,	1
Greek,	1		

English Composition will form a part of all University Examinations.

This Ordinance is binding on all Candidates for the Degree of Bachelor in Arts who have not completed the first year's Course. Students now in their second* or third Session shall proceed under the Ordinances hitherto in force.

2. *Course for the Degree of Master in Arts.*

Bachelors in Arts of one year's standing, may offer themselves for Examination for the Degree of Master in Arts, and may select for their Examination any one of the following groups :—

Greek and Latin.
Modern Continental Languages.
Mathematical Science.
Experimental Science.
Natural Science.

Or any two of the following :—

English Language and Literature.
Logic and Metaphysics.
Logic and History.
Logic and Political Economy.

This Ordinance supersedes former Ordinances prescribing the curriculum for the Degree of Master in Arts.

3. *Course for the Diploma of Licentiate in Arts.*

A Diploma conferring the title of Licentiate in Arts of the Queen's University in Ireland, shall be granted to Candidates who comply with the following regulations :—

Candidates for this Diploma are hereby required—

1. To have Matriculated in one of the Colleges of the Queen's University.
2. To have pursued in one of the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examination herein prescribed.

The Course for the Diploma of Licentiate in Arts shall extend over two Sessions, and shall comprise attendance on the following curriculum :—

* Second year's Students may offer themselves for the University Examinations in conformity with the present Ordinance.

FIRST SESSION.

Two Languages, of which one may be English.
Mathematics.
Another Course on any subject in the annexed list.

SECOND SESSION.

Greek, Latin, or a Modern Continental Language.
Logic (One Term).
Natural Philosophy.
And two other Courses on subjects in the annexed list.

If any of the Courses, except that on Logic, extend over one Term only, some other Course from the annexed list must be attended as a supplement to it, but not necessarily in the same Session.

Credit will not be given for attending the same Course of Lectures a second time.

Attendance on the Courses shall, in all cases, be understood to include passing such Examinations as the College Council shall appoint, and the catechetical parts of the Courses of Lectures.

Candidates for the Diploma of Licentiate in Arts shall reside at their respective Colleges during at least the first two terms of each Session.

After having completed the above curriculum, Candidates for the Diploma shall pass a University Examination in Greek, Latin, or a Modern Continental Language; in Mathematical Science; and in two other subjects selected from the annexed list, viz.:—

The Mathematical Sciences.
The Experimental Sciences.
The Natural Sciences.
Geometrical Drawing.
Mensuration, Levelling, and Mapping.
Anatomy and Physiology.
English Language and Literature.
The Modern Continental Languages.
Greek.
Latin.
Logic.
Metaphysics.
History.
Political Economy.

English Composition will form a part of all University Examinations.

Licentiates in Arts who may desire to proceed to the Degree of Bachelor in Arts, may enter directly on the second Session in the Course for this Degree, provided they attend in it, instead of the usual curriculum, all the Courses prescribed for the first two years which they shall not have already attended in the curriculum for the Diploma of Licentiate.*

Diploma in Engineering.

Each Candidate for the Diploma in Civil Engineering is hereby required—

1. To have been admitted a Matriculated Student of one of the Colleges of the Queen's University in the Department of Civil Engineering.
2. To have studied in the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Diploma in Civil Engineering shall usually extend over Three Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

Mathematics (First Course).
Chemistry.
Modern Languages.
Geometrical Drawing.
Office Work.

* Note.—Degrees in Arts, conferred by the Queen's University in Ireland, are recognised by the University of Durham, by St. Bee's College, Whitehaven, and by St. Aidan's College, Birkenhead, in the case of Theological Students preparing for Holy Orders in the Established Church.

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SECOND SESSION.

Mathematics (Second Course).
Experimental Physics.
Mineralogy, Geology, and Physical Geography.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy, applied.
Mathematical Physics.
Civil and Mechanical Engineering.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these Courses shall in all cases be understood to include passing such Examinations as may be appointed by the College Council, as well as the Catechetical parts of the Courses of the Lecture.

Engineering Students shall reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of the order in which the subjects shall be studied will also be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Diploma after two years' residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the First and Second Session is deemed by the Council satisfactory. In such cases the Certificate of the Council will be accepted in lieu of attendances upon these Courses, but will not exempt Candidates from the University Examinations in them.

In order to obtain this Certificate, Students must have attended previously at least one Session in Arts, or one year in an Engineer's office. On making application to the Council, such Students will be allowed to present themselves, at the time of Matriculation, for examination in the subjects of any four of the eight Courses of Lectures of the first two years. On passing this Examination, they will be allowed to take rank at once as Students of the second year, and will then be required to attend those other four Courses of Lectures only, in the subjects of which they have not passed; but they will not be eligible for the Scholarship of that year.

The application to be admitted to this Examination must be lodged with the Registrar before the first day of the Session, and must state what are the four subjects in which the Students propose to offer themselves for Examination, and must be accompanied by a Certificate of the required attendance of one or more years in Arts or an Engineer's Office.

On passing the Sessional Examinations in the subjects of these four Courses of Lectures which they shall have attended as Students of the second year, they will be promoted to the rank of Students of the third year; and, on completing the regular Course of that year, will be furnished with the Certificate required by the Senate of the University.

The University Examinations shall extend to all the subjects of the above Curriculum. French will, in all cases, be required.

Candidates may present themselves before the close of their Collegiate Course for Examination in any four or more of the following subjects, which they shall have previously studied, viz.:—Mathematics (*First Course*); Experimental Physics; Chemistry; Modern Languages; Geometrical Drawing (including Orthographic projection, Isometric projection, Descriptive Geometry, and Linear Perspective); Mathematics (*Second Course*); Mathematical Physics; Mineralogy, Geology, and Physical Geography; Mensuration, Levelling, and Mapping.

The final Examination shall extend to all the subjects of the Engineering Course, in which the Candidate shall not have previously passed. English Composition will form a part of each University Examination.

This Ordinance shall take effect from the first day of January, 1860; Students

who shall have entered the Engineering Schools of the Colleges of Queen's University previously, may proceed either under the present Ordinance, or under that hitherto in force.

Diploma in Agriculture.

Candidates for this Diploma are required to pass a Matriculation Examination (for which see page 12), and afterwards pursue the following

Course of Study for the Diploma of Agriculture.

FIRST YEAR.

Natural Philosophy,	Three Terms.
Chemistry,	Do.
Principles of Zoology and Botany,	Do.
Theory of Agriculture,	Do.

SECOND YEAR.

Mineralogy, Geology, and Physical Geography,	Three Terms.
Surveying, Mapping,	Do.
History and Diseases of Farm Animals,	Do.
Practice of Agriculture, including Farm Finance and Accounts,	Do.

Students who shall have passed through the above Course, and also attended, during twelve months, the Practical Working of a Farm, under the direction of an Agriculturist approved by the College Council, will be admitted to Examination for the Diploma in Agriculture.

Students intending to qualify themselves for the Management of Estates, or Extensive Farms, are recommended to attend also Sessional Courses of Instruction in—

1st. The Law of Landlord and Tenant, and the Elements of Conveyancing.
2nd. Elements of Political Economy and Statistics, as applied to Agriculture and Farm Finance.

Faculty of Medicine.

Dean—Joshua R. Harvey, A.B., M.D.

Lectures, &c.

The Medical Session will be opened on Monday, 3rd of November, 1862, and the Courses of Lectures will commence as under:—

Anatomy and Physiology—Monday, 3rd November, at One o'clock, to be continued daily, except on Saturdays, at the same hour.

Practice of Medicine—Tuesday, 4th November, at Three o'clock, to be continued on Tuesdays, Thursdays, and Saturdays, at the same hour.

Practice of Surgery—Monday, 3rd November, at Three o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

Materia Medica—Tuesday, 4th November, at Two o'clock, to be continued on Tuesdays, Thursdays, and Fridays, at the same hour.

Midwifery—Monday, 3rd November, at Four o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

The Course of Practical Anatomy will be conducted by the Professor of Anatomy and Physiology, assisted by Dr. Shinkwin, Demonstrator.

The Department will be opened for Dissections on the 16th October.

The Anatomical Demonstrations will commence on 3rd November, and be continued daily at Twelve o'clock, except Saturdays.

Chemistry—Monday, Wednesday, and Friday.

Practical Chemistry—Monday, Tuesday, Wednesday, Thursday.

Zoology and Botany—Monday, Wednesday, Friday.

Natural Philosophy—Tuesdays and Thursdays.

Medical Jurisprudence—Tuesday, Thursday, and Friday.

Modern Languages—Monday, Wednesday, and Friday.*

* Note.—The 18th of November will be the last day for entering for the Six Months' Courses of Lectures in the above Curriculum. All the Lectures are recognised by the Queen's University in Ireland, by the Universities of London, Glasgow, Aberdeen, and St. Andrew's; the Colleges of Surgeons of Dublin, Edinburgh, and London; by the Apothecaries' Companies, by the Army, Navy, and East India Medical Boards, &c., &c.

Appendix A.

General Regulations of College, &c.

Subjects of Examination for Medical Scholarships of the First Year.

The Scholarships of the First year in the Faculty of Medicine will be awarded thus:—One to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Science Scholarships of the First year in Arts, and one to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Literary Scholarships of the First year in Arts. Candidates for these Scholarships shall have previously declared themselves, and have Matriculated as Medical Students. It is left to their option for which of them they will compete.

Subjects of Examination for Medical Scholarships of the Second Year.

Anatomy and Physiology.	General Physics.
Chemistry.	Zoology and Botany.

The French Language.

Subjects of Examination for Medical Scholarships of the Third Year.

Anatomy and Physiology.	Materia Medica.
Practical Anatomy.	Practical Chemistry.

The Two Senior Scholarships appropriated to the Faculty of Medicine will be awarded, by examination, to the most distinguished Students who shall have completed in some one of the Queen's Colleges the Course of Study of the first, second, and third years prescribed to Candidates for the Degree of M.D. in the Queen's University, for proficiency in Special Departments of Study, viz.:—One Scholarship in Anatomy and Physiology; and One in Therapeutics and Pathology.

For the Senior Scholarship in Anatomy and Physiology.

All branches of Anatomy and Physiology.

N.B.—Students will be expected to make Dissections, and give explanations of the parts dissected.

For the Senior Scholarship in Therapeutics and Pathology.

The general Actions of Drugs in health and disease, with their special applications and mode of administration.

Pathology, general and special.

Morbid Anatomy.

Degrees in Medicine.

Ordinance of the Senate of the Queen's University in Ireland, regarding the Qualifications and Examinations for the Degree of M.D.

1st.—Every Candidate for the Degree of M.D. shall produce a Certificate from the Council of one of the Queen's Colleges, that he has passed a full Examination in the subjects of study prescribed in the Course of Matriculation for Arts, and has been admitted a Matriculated Student of the College in the Faculty of Medicine.

2nd.—The Curriculum shall extend over a period of at least four years, and shall be divided into two periods of at least two years each.

3rd.—The first period shall comprise attendance on the following Courses of Medical Lectures:—

Chemistry—Six Months, at least Three Lectures each Week.

Botany and Zoology—Six Months, Three Lectures each Week, with Herborizations for practical study.

Anatomy and Physiology—Six Months, Five Lectures each Week.

Practical Anatomy—Six Months.

Materia Medica and Pharmacy—Six Months, Three Lectures each Week.

4th.—The second period shall comprise attendance on the following Courses of Medical Lectures:—

Anatomy and Physiology—Six Months, Five Lectures each Week.

Practical Anatomy—Six Months.

Theory and Practice of Surgery—Six Months, Three Lectures each Week.

Midwifery and Diseases of Women and Children—Six Months, Three Lectures each Week.

Theory and Practice of Medicine—Six Months, Three Lectures each Week.

Medical Jurisprudence—Three Months, Three Lectures each Week.

5th.—In addition to the above Courses of Lectures, Candidates shall have attended during the first period of the above Curriculum— *Appendix A.*

Practical Chemistry, in a recognised Laboratory—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered, at least Two each Week—Six Months. General Regulations of College, &c.

6th.—And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the Clinical Lectures therein delivered, for a period of Three Months, in an Hospital containing not less than fifteen beds.
Practical Pharmacy—Three Months.
Medico-Chirurgical Hospital, recognised by the Senate, containing at least sixty beds, together with the Clinical Lectures therein delivered—Eighteen Months.

7th.—Candidates, before being admitted to the Degree of M.D., shall pass two Examinations, the first Examination comprising the subjects of the first period of the Curriculum; the second comprehending subjects of the second period of study. It shall be competent for Students to present themselves for their first Examination at the termination of the first period of the Curriculum, or at any after period to be fixed by the Senate, previous to their undergoing the second Examination.

8th.—By the Charter of the Queen's University, *Candidates are required to have attended at least* ONE-THIRD *of the Courses of Medical Lectures in some one of the Queen's Colleges.* For the remainder of the Courses of Medical Lectures, authenticated Certificates will be received from the Professors or Lecturers in the Universities, Colleges, or Schools recognised by the Senate of the Queen's University in Ireland.

9th.—Candidates will also be required to have attended, *in some one of the Queen's Colleges*, Lectures on One Modern Language for Six Months, and Lectures on Natural Philosophy for Six Months.

10th.—The Examinations will be conducted principally by printed papers, to which written answers shall be given; but the Examiners shall also be at liberty to add such *vivâ voce* Examination on the subjects of the written paper, and to call for such demonstrations and experiments as they may deem necessary.

11th.—The above regulations will be binding on all Students commencing their Medical Studies on or after the 1st October, 1852; but Students already engaged in their Medical Studies are at liberty either to complete their Courses according to the Ordinance of 30th June, 1850, or according to the present Ordinance.

Faculty of Law.

Dean, Michael Barry, Esq., Barrister.

Lectures.

The complete Course for each Class consists of Twenty-four Lectures, by the Professor of English Law, in each Collegiate Session, which Lectures are delivered in the interval between the close of the Michaelmas Law Term and the Christmas recess, in the Second Collegiate Term, commencing in the Month of February, and in the interval between Easter and Trinity Law Terms. And of Twenty-four Lectures in each course of the first two years, and Twelve in that of the fourth year, by the Professor of Jurisprudence, which are delivered in the Months of December, February, and March.*

* The following Rules were adopted by the Honorable Society of King's Inns, in Hilary Term, 1852, with reference to attendance on Lectures, as a condition precedent to being called to the Bar, viz.:—

V.—Every Student admitted into the Society after the first day of Trinity Term, One Thousand Eight Hundred and Fifty, if a Graduate of the University of Dublin, Oxford, Cambridge, Durham, or London, or the Queen's University in Ireland, shall, as a Condition precedent to being called to the Bar, produce Certificates of his having attended two complete Courses *at least* of Lectures, viz.:—one complete Course of Lectures of any two, at his option, of the four Law Professors, namely, the Law Professors of the University of Dublin, and those of the King's Inns, and *at least* five-sixths of the Lectures of each Session or University Term; or if a Graduate in Arts of the Queen's University in Ireland, shall have the option of producing Certificates of having attended two complete Courses, at least, of

Appendix A.

General Regulations of College, &c.

LAW SCHOLARSHIPS.

Examination by the Professor of Jurisprudence.

First Year:
Reddie's Inquiries in the Science of Law.
Lord Bacon's Tract on Universal Justice, by D. C. Heron.
Adam Smith's Wealth of Nations—Book III.

Second Year:
Sources of the Roman Civil Law, by William Grapel, with the Lectures of the Professor, and subjects prescribed for examination in the first year.

Third Year:
Ancient Law, by H. S. Maine (omitting latter part of chap. 9, from p. 340).
The Institutes of Justinian, and the Lectures of the Professor, and subjects prescribed for examination in the first and second year.

Examination by the Professor of English Law.

First Year:
Williams—Principles of the Law of Real Property.

Second Year:
The Lectures of the Professor for the preceding years.
Smith—Manual of Equity Jurisprudence.
Williams—Principles of the Law of Personal Property.
Smith—On Contracts.

Third Year:
The Lectures of the Professor for the preceding years.
Smith—Leading cases on branches of the Law.
Storey—Equity Jurisprudence.

The Senior Law Scholarship will be awarded to the most distinguished Student who shall have proceeded in the Course of Arts to the Degree of A.B., and who shall have completed the Course of Legal Study prescribed to Candidates for the Degree of LL.B.

For the Senior Scholarship in Law.

The Lectures of the Professors for the preceding years.
Sugden—The Law of Vendors and Purchasers.
Furlong—Law of Landlord and Tenant.
Taylor—Treatise on the Law of Evidence.
Stephen—Treatise on the Principles of Pleading.
Hallam—Constitutional History.

Lectures of each of the two Law Professors of any College of the Queen's University, comprising not less than thirty-six Lectures, and at least five-sixths of the Lectures of each Course, and of having passed the Examinations, in the College to which he belongs, on the subjects of the aforesaid two Courses of Lectures, provided that the curriculum prescribed by the said two Courses of Lectures shall embrace all that is contained in the Course now prescribed by the Professors of the King's Inns, or as the same may be from time to time varied by any rules of the Benchers.

VI.—Every Student admitted into the Society after the above date (if not a Graduate of one of the said Universities), shall, as a Condition precedent to being called to the Bar, produce Certificates of his having attended four Courses of Lectures, viz.: —One Course of the Lectures of each of the said four Professors, and, *at least*, five-sixths of the Lectures of each Session, or University Term, in such manner, however, that every such Student shall be engaged not less than three years in the study of the Law in Ireland, exclusive of the two years necessary for keeping Terms in England; in every one of which three years, one complete Course of Lectures must be kept; any Student who shall produce Certificates of his having attended during three years the Courses of Lectures delivered by the Professors of English Law and of Jurisprudence, in one of the Colleges of the Queen's University, and of his having passed the General Examinations in such College on the subjects so Lectured on, shall be deemed entitled to such and the same privileges, in respect to his being called to the Bar, as if he had actually attended One Course of the Lectures of each of the two Law Professors of the University of Dublin, and had been engaged for two years in such attendance; but this rule and the preceding one are not intended to affect the number of Terms' Commons required by the present Rules of the Society, to be kept by Students of the King's Inns, prior to being called to the Bar.

VII.—If from illness, or other sufficient cause, any Student should be prevented from completing any Course of Lectures necessary towards being called to the Bar, the Legal Education Committee have power to direct what further attendance, if any, shall be sufficient in such case.—*Rules as to Legal Education, No. 3.*

Degrees in Law.

Candidates for the Diploma of Elementary Law must have passed a Matriculation Examination* (see page 12), and pursued the following

Course of Study for the Diploma of Elementary Law.

First Session—Law of Property and Principles of Conveyancing, Jurisprudence.

The Course for the Class of the First Year, "The Law of Real Property," comprises Elementary Instruction in this branch of Law, and in Practical Conveyancing. The Text-book read is "Williams on Real Property." The first volume of Stephens' Editions of Blackstone's Commentaries, and the second volume of Kerr's Edition, are recommended for perusal.

Second Session—Equity and Bankruptcy, Civil Law.

The Courses for the Class of the Second Year, "The Law of Personal Property," Equity, and "Bankruptcy," comprise instructions in those branches of law, and in the Practical Application of Precedents, &c. The Text-books read are "Williams on Personal Property," "Smith's Manual of Equity," "The late Statute of Bankruptcy and Insolvency," by Adams. The second volume of Stephens' and Kerr's Editions of Blackstone's Commentaries, and Smith's "Mercantile Law," are recommended for perusal.

Third Session—Common and Criminal Law.

The Course for the Class of the Third Year, "Common and Criminal Law," comprises the History, Constitution, and Jurisdiction of the several Courts of Justice; Procedure in Crown and Civil Causes at Law and in Equity, as also in the Local Courts. The Text-books are the Third and Fourth Volumes of Blackstone's Commentaries, Stephens' and Kerr's Editions, "Broom's Common Law," "Broom's Maxims," "Smith's Leading Cases," and "Copinger's County Courts," are recommended for perusal.

Candidates for the Degree of LL.B. will be admitted to Examination for that Degree from the Queen's University in Ireland, provided they shall have proceeded to the Degree of A.B., and shall have attended the Lectures and passed the Examinations prescribed for the Elementary Course, and shall also have pursued the following

Additional Course of Study for the Degree of LL.B.

Fourth Session—A more extended Course of Study in the subjects appointed for the Diploma—The Law of Evidence and Pleading in the Courts of Common Law and Equity—Medical Jurisprudence—Constitutional, Colonial, and International Law.

Students who have obtained the Degree of LL.B. will, at the expiration of three years after they have obtained the Degree, be admitted to the Examination for the Degree of LL.D.

Table of Class Fees.

	£	*s.*	*d.*
The Greek Language (Junior Class),	2	0	0
The Greek Language (Senior Class),	0	10	0
The Latin Language (Junior Class),	2	0	0
The Latin Language (Senior Class),	0	10	0
The English Language,	1	10	0
English Literature and History,	1	0	0

* Note.—It will be sufficient for such Candidate to have passed his Examination at *any* time previous to applying for the Diploma. By the Act of Parliament, 14 and 15 Vic. cap. 88, it is provided, that every person who, as a Matriculated or Non-Matriculated Student, shall have attended the prescribed Lectures, and passed the prescribed Examinations of the Professors of the Faculty of Law for two Collegiate years, and who shall have duly served as an apprentice or clerk by contract in writing, duly stamped at or before the signing thereof, or within six months after, for the term of four years, shall, at any time after the expiration of five years from the commencement of such attendance on Lectures, or of such a period of service, which ever shall first happen, be qualified to be admitted as an Attorney or Solicitor as fully and effectually as any person having been bound, and having served five years is now qualified to be admitted. See also the same Act for the privileges extended to Graduates of the Queen's University, respecting admission to the profession of Attorney or Solicitor.

Appendix A.

General Regulations of College, &c.

TABLE OF CLASS FEES—*continued.*

	£	s.	d.
The Modern Languages,	2	0	0
The Celtic Languages,	2	0	0
Logic,	1	0	0
Metaphysics,	1	10	0
Political Economy and Jurisprudence (Faculty of Arts),	1	10	0
Mathematics (Junior Class),	2	0	0
Mathematics (Senior Class),	0	10	0
Natural Philosophy (Faculty of Arts),	2	10	0
Natural Philosophy (Faculty of Medicine, and Department of Agriculture),	1	10	0
Natural Philosophy (Department of Engineering),	3	0	0
Zoology and Botany (Faculty of Arts),	2	0	0
Zoology and Botany (Department of Agriculture),	1	10	0
Zoology and Botany (Faculty of Medicine),	2	0	0
History and Diseases of Farm Animals,	1	10	0
Chemistry (Faculty of Arts and *Medicine),	2	0	0
Chemistry (Department of Agriculture),	1	10	0
Practical Chemistry,	3	0	0
Geology and Mineralogy (Department of Engineering),	2	0	0
Geology and Mineralogy (Department of Agriculture),	1	10	0
Civil Engineering (second year),	2	0	0
Civil Engineering (third year),	2	0	0
Geometrical Drawing,	2	0	0
Office Work,	1	10	0
Theory of Agriculture,	1	10	0
Practice of Agriculture,	1	10	0
Anatomy and Physiology (First Course),	3	0	0
Anatomy and Physiology (Each subsequent Course),	2	0	0
Practical Anatomy,	3	0	0
*Practice of Medicine,	2	0	0
*Practice of Surgery,	2	0	0
Ophthalmic Surgery,	1	0	0
*Materia Medica,	2	0	0
*Medical Jurisprudence,	2	0	0
*Midwifery,	2	0	0
Special Course of Instruction in Operative Surgery,	3	0	0
The Law of Property, &c.,	2	0	0
Jurisprudence (Faculty of Law),	2	0	0
Equity and Bankruptcy,	2	0	0
Civil Law,	2	0	0
Common and Criminal Law,	2	0	0
Law of Evidence and Pleading,	2	0	0
Constitutional, Colonial, and International Law,	2	0	0

FEES PAYABLE BY NON-MATRICULATED STUDENTS.

For each of the Sessional courses, except *Logic*, *Metaphysics*, *Political Economy and Jurisprudence*, *Anatomy and Physiology*, *Practical Anatomy* and *Practical Chemistry*, Non-Matriculated Students pay a College Fee of Five Shillings for the Session, and a Class Fee of Two Pounds for each of the excepted courses, and, in the Faculty of Medicine, for each second and subsequent course they pay the same *Class Fees* as Matriculated Students.†

* Each subsequent course, £1.

† *Hospital Attendance.*—Clinical Lectures on Medicine and Surgery are delivered at the North and South Infirmaries, by the Physicians and Surgeons of those Institutions.

Fee for twelve months, ... £8 8 0
Fee for six months, ... 5 0 0

Practical Pharmacy at the same Infirmaries.

Fee for three months, ... 3 0 0

Clinical Midwifery at the Lying-in Hospital, with Practical Attendance upon Thirty Midwifery cases.

Fee for six months, ... £3 3 0

Further information may be had from the Medical Officers at the Infirmaries.

Analytical Chemistry.

The Chemical Laboratory is open daily, except on Sundays, from 10 to 4 o'clock, under the superintendence of the Professor, for Students desirous of prosecuting an extended course of Qualitative and Quantitative Analysis, and for the purpose of original investigation in connexion with the Arts, or in the higher departments of Scientific Chemistry. The fee, exclusive of the expenses of materials and apparatus, is—

	£	*s.*	*d.*
For a period of two months and a-half, five days a-week,	5	0	0
For the same period, four days a-week,	4	4	0
For the same period, three days a-week,	3	10	0
For one month, daily,	3	3	0

Programme of the Times and Subjects of the Scholarship Examinations for the Session 1862–63.

Examination Days.	From 9 to 12 o'clock, Noon.	From 2 to 5 o'clock, P.M.
27th October, 1862.	Natural Philosophy, Materia Medica, Therapeutics.	Zoology and Botany, Pathology.
28th October. ,,	Mathematics, Anatomy and Physiology.	Mathematics, Practical Anatomy.
29th October, ,,	Latin.	Greek, Practical Chemistry.
30th October, ,,	Greek, Surveying, &c., Political Economy, Jurisprudence, Civil Law.	Latin, Surveying, &c., English Law.
31st October, ,,	Modern Languages, Logic, Metaphysics, Theory of Agriculture.	English Language, English Literature, History, Chemistry.

APPENDIX.

Outlines of the Courses of Lectures delivered by the Professors of the Faculty of Arts.

Literary Division of the Faculty of Arts.

Dean—Raymond De Vericour, D. es L.

In Greek and Latin the classification of the Students is irrespective of their Collegiate standing; those of the First and Second years being distributed between two classes according to their proficiency. There is also in each of these Departments an Extra Class, the attendance on which is voluntary, and which consists generally of those Students who propose to become Candidates for Degree of A.M. or Classical Honors in the Queen's University, or for appointments in the Indian Civil Service.

Both the Extra and Ordinary Classes are open to Non-Matriculated Students, *i.e.* to gentlemen who have not yet commenced their Undergraduate course, or who do not intend to take *Degrees in Arts.*

Appendix A.

General Regulations of College, &c.

The Greek Language.

Professor, John Ryall, ll.d.

Junior Class, Monday, Wednesday, Thursday, and Friday.
Senior Class, Monday, Wednesday, Thursday, and Friday.
Extra Class, Tuesday, Thursday.
Junior Class, Xenophon, Anabasis, Book III.—Homer, Iliad, Book III.
Senior Class, Sophocles—Œdipus Coloneus.—Thucydides, Book I.
Exercises in Prose and Verse, according to the proficiency of the Students.

Fee payable for each Sessional Course, £2.

The Latin Language.

Professor, Bunnell Lewis, a.m.

Senior Class, Monday, Wednesday, and Friday.
Cicero—Tusculan Disputations, Third Book.
Juvenal, Satires, XIV., XV., XVI.
Junior Class, Monday, Tuesday, Wednesday, and Thursday.
Livy, Part of Book IV.
Horace, Odes, Third Book.
Exercises in both Classes chiefly from Arnold's Introduction to Latin Composition.

Fee payable for each Sessional Course, £2.

Extra and Third Year's Class, Tuesday and Thursday.
Lucretius, Book VI.
Part of the Verrine Oration De Signis.

In this Class special attention is paid to original Composition, and to translation from English Authors into Latin. Fee, £2.

Modern History, English Literature, and the History of the English Language.

Professor, William Rushton, a.m.

1st and 2nd Term. { Modern History, Monday, Wednesday, and Friday.
English Literature, Tuesday, Thursday, and Saturday.
2nd Term—The History of the English Language, Tuesday, Thursday, Saturday.

Modern History:

The Course will include General History from the 5th to the 15th Century, inclusive.

English Literature:

The Course will include the History of English Literature, along with a Critical Examination of its Standard Works from the earliest period up to the present day.

The History of the English Language:

The Lectures in this Course will treat of the History of the English Language, and its relationship to the Anglo-Saxon, along with its kindred tongues and dialects. In subservience to this arrangement the more remarkable stages through which the Anglo-Saxon passed into Semi-Saxon, the Semi-Saxon into Old English, and the Old English into Modern English, will be analyzed and explained Historically and Philologically.

Composition:

English Composition will, at stated periods, be required from the Students.

Fee payable by Matriculated Students for the Undergraduate Course, £2 10*s.*
Fee payable by Non-Matriculated Students for each Sessional Course, £2.

Modern Languages.

Professor, R. De Vericour, d. es. l.

Senior French Class (Medical), Mondays, Wednesdays, and Fridays.
Junior French Class (Arts and Engineering), Mondays, Wednesdays, and Fridays.

Italian Class, Mondays, Wednesdays, and Fridays.
German Language, Tuesdays and Fridays.
Senior French—Lectures sur les Sciences par Achille Compte. Extracts from Bichat, Andral, Lallemand. Weekly Lectures on the Grammar and Idioms.
Junior French—Bossuet's Oraisons Funébres. Fables de Lafontaine, Racine's Athalie, and Esther. Histoire de la Revolution Française, par Mignet. Barthe's Histoire de la Littérature Française. Extracts from Villemain, Châteaubriand, and Lamartine. Weekly Lectures on the Grammar and Idioms.
Italian—Silvio Pellico. Tasso. Extracts from Macchiavelli, Guicciardini, Davila, Manzoni. Weekly Lectures.
German—Goethe's Ballads and Egmont. Schiller's Wilhelm Tell. National Literature, Von A. F. Villmar. Weekly Lectures.

SPECIAL COURSE NOT REQUIRED FOR A DEGREE.—CELTIC LANGUAGES.

Professor, OWEN CONNELLAN, Esq.

Monday, Wednesday, and Friday.

Subject—I. The Celtic Family of Languages; and its existing derivations, the Erse or Gaelic, Manx, Welch, Armorican, and Hiberno-Celtic. The Ogham Alphabet. The Ancient Literature of Ireland, viz.:—The earlier Bardic Compositions, the Ossianic Poems and Fenian Legends; View of the Contemporaneous state of Ireland.*
,, II. The Irish Language as now extant, its Grammar, Vocabulary, and Dialects. In this part of the course, the Student will be taught to speak and write the language grammatically.

Fee for each Sessional Course, £2.

SCIENCE DIVISION OF THE FACULTY OF ARTS.

Dean—GEORGE BOOLE, D.C.L., F.R.S.

MATHEMATICS.

Professor, GEORGE BOOLE, D.C.L., F.R.S.

Junior Class, Monday, Wednesday, and Friday.
Subjects—Arithmetic, Algebra, Geometry, and Plane Trigonometry.
Second Year's Class, Monday, Wednesday, and Friday.
Subjects—Analytical Geometry, Trigonometry, Differential and Integral Calculus.

Third Year's Class:
Subjects—Geometry of three dimensions, Differential Equations, &c.
Exercises are regularly set in each of the Classes.

Fee payable for each Sessional Course, £2.

LOGIC AND METAPHYSICS.

Professor, GEORGE SIDNEY READ, A.M.

2nd Term, . Logic, . Tuesday, Thursday, and Saturday.
1st & 2nd Terms, Metaphysics, Do. do. do.

Logic.—This Course consists of:—

I.—Lectures. Examinations, and Exercises in Aldrich's Compendium of Logic, occupying the early part of the Term, &c.
II.—A full discussion of Classification, the Theory of Hypothetical Syllogisms and of Induction, and the Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Throughout the Course the Students will be expected to familiarize themselves with the reduction of arguments to their strict Logical Form by written exercises, which will be examined by the Professor.

* The Lectures will be illustrated by reference to Irish MSS., and such publications on Irish Historical and General Literature as are at present accessible.

Appendix A.

General Regulations of College, &c.

Metaphysics.—This Course will embrace:—

I.—The Philosophy of the Inductive Sciences, illustrated by reference to Lord Bacon, Whewell, and Mill; and—

II.—The History of Mental Philosophy, comprising—

1st.—The origin, progress, and development of Modern Philosophy anterior to the rise of the Scottish School.

2nd.—A critical examination of the works of the more celebrated writers of that School.

3rd.—A brief view of the present state of Philosophy in the British Islands and on the Continent.

Political Economy.

Professor, Richard Horner Mills, A.M.

Political Economy.—The nature and distribution of wealth, the principles which regulate Rents, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking.

Text Books recommended:—

Adam Smith—Wealth of Nations.
Senior—Political Economy.
Longfield—Political Economy.
Longfield—Lectures on Commerce.
Huskisson—"Question Stated."
John Stuart Mill—Political Economy.
Richard H. Mills.—Lectures on Currency and Banking (Second Edition).

The Course consists of Twenty-four Lectures, delivered in the months of December, February, and March; the Students are required in the intervals to prepare the subjects which will be pointed out by the Professor.

Chemistry.

Professor, John Blyth, M.D.

Monday, Wednesday, Friday.

The Course is divided into Inorganic and Organic Chemistry.

In the first part are discussed the Laws of Combination and Affinity, Molecular Chemistry and Crystallography, and the History of the Non-Metallic and Metallic substances.

In the Organic portion of the Course will be considered the subjects of Organic Analysis, Organic Series, Compound Radicals and Types, Metamorphoses of Organic Bodies, History of special Animal and Vegetable Bodies.

In treating of the Laws of Chemistry, and the History of Inorganic and Organic Bodies, those points will be chiefly dwelt upon which have a practical bearing in the Arts, Medicine, Engineering, and Agriculture. Thence, during the Course, attention will be directed to the application of Chemistry to Medicine and Physiology, to Metallurgic Operations, Chemical Manufactures, Building Materials, Soils, Manures.

Fee, for each Sessional Course, £2. Each subsequent Course in Medicine, £1.

Analytical Chemistry:

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for students desirous of prosecuting an extended course of qualitative and quantitative analysis, and for the purpose of original investigation in connexion with the arts, or in the higher departments of Scientific Chemistry.

Fee, exclusive of the expense of materials and apparatus:

	£	s.	d.
For a period of two months and a half, five days a-week,	5	0	0
For the same period, four days a-week,	4	4	0
For the same period, three days a-week,	3	10	0
For one month daily,	3	3	0

Natural Philosophy.

Professor, John England, A.M.

Experimental Physics (Senior):

Text Books—Galbraith and Haughton's Manuals of Mechanics, Hydrostatics, &c.; Pouillet; Traite de Physique.

Experimental Physics (Junior):

Text Books—Dr. Golding Bird's Natural Philosophy. Ganot, Traite de Physique.

Mathematical Physics:

Text Books—Duhamel's Mecanique, Vol. I., omitting Attractions, and Vol. II., Central Forces. Lloyd's Light and Vision, Part I., omitting Chapters IV. and VII. Part II., Chapters I. and III. Brinkley's Astronomy.

Engineering Physics:

Text Books—Tate's Exercises in Mechanics, selections from the works of Mosely, De Pambour, Weisbach, &c.

Natural History.

Professor, Joseph Reay Greene, A.B.

Monday, Wednesday, and Friday.

The Lectures delivered by the Professor of Natural History are as follows:—

A Course of Lectures on General Zoology.
A Course of Lectures on Botany.

Students may obtain Certificates of Attendance on all or any of these Courses.

Text Books recommended:

In Botany—"Elementary Course of Botany," by Henfrey.
In Zoology—"Zoologie" (in Cours Elémentaire d'Histoire Naturelle), par Milne Edwards; or the English translation of the same work by Dr. Knox.

Such Students as desire during the Summer months to pursue the study of Botany in the field, are requested to provide themselves with Lindley's "Descriptive Botany," and Bentham's "Handbook of the British Flora."

Geology and Mineralogy.

Professor, Robert Harkness, F.R.S.S.L. & E., F.G.S.

Monday, Wednesday, and Friday.

General Structure of the Earth; the causes at present in operation which modify its surface; Nature of Rocks which enter into composition with the crust of the Globe; description and classification of Sedimentary Deposits; Organic Remains; Physical Geography of the Earth during the several geological epochs; characters and nature of Igneous, Plutonic, and Metamorphic Rocks; Mineral Veins—their contents and mode of occurrence; application of Geology to Engineering, Mining, Agriculture and Land Improvement.

Forms, Structure, Physical and Chemical characters of Minerals; descriptions of the most important simple materials—circumstances and conditions under which they are found.

Civil Engineering.

Professor, Alexander Jack, A.M.

First Year.—Monday, Wednesday, and Friday.

Subject of Lectures—Orthographic Projection; Descriptive Geometry; Shadows; Isometric Projection; Perspective.

Drawing Office.—Attended by all the Classes.—Tuesday, Thursday, and Saturday.

The First Year's Class are chiefly employed in drawing the problems given at lectures, and a few easy examples of their application. The Second and Third Year's Classes, in making working drawings of examples of the subjects of lectures, and in Mapping.

Practical Instruction in the Field in the use of Surveying Instruments will be given during the Session.

Agriculture.

Professor, Edmund Murphy, A.B.

Subjects of Examination for the Agricultural Scholarships of the Second Year.

Theory of Agriculture—The Organs, Nutrition, Growth, and Products of Agricultural Plants. Agricultural Botany. Constituents of Plants, of Soils, and Agricultural Entomology of Manures. Formation and Classification of Soils. Meteorology in relation to Agriculture.

Appendix A.

General Regulations of College, &c.

Subjects of the Sessional Examination in Agriculture at the end of Second Session.

Practice of Agriculture—Agricultural Implements and Machines. On Sheltering, Fencing, Draining and Deepening Land. Culture of Farm Crops. Construction of Farm Buildings. Reclamation and Irrigation of Land. Valuation of Land and Farm Finance.

Text Books in the Theory of Agriculture—Henfrey's Structural and Physiological Botany. Johnson's Lectures on Agricultural Chemistry and Geology.

In the Practice of Agriculture—Stephens' Book of the Farm, and Morton's Encyclopædia.

Subjects of Examination in the History and Diseases of Farm Animals.

Animal Physiology in reference to Farm Animals. The Natural History of Farm Animals. The Breeding, Rearing, and General Management of Farm Animals, with their diseases and the ordinary remedies.

Special Prospectus of Courses for Competitive Examinations.

SPECIAL PROSPECTUS of COURSES of INSTRUCTION given in the COLLEGE which are applicable to the EXAMINATION for the INDIAN CIVIL SERVICE.

Subjects of Examination for the Indian Civil Service.	*Lectures on these Subjects in Queen's College, Cork.*
1. ENGLISH LANGUAGE and LITERATURE: *a.* Composition, Marks, 500 *b.* English Literature and History, including that of the Laws and Constitution, Marks, 1,000 1,500	HISTORY and ENGLISH LANGUAGE—*Professor*, William Rushton, A.M. *First Term.*—Modern History; Monday, Wednesday, and Friday. *Second Term.*—English Literature; Tuesday, Thursday, and Saturday. History of the English Language, Tuesday, Thursday, Saturday. English Composition will, at the stated periods, be required from the students.
2. LANGUAGE, LITERATURE, and HISTORY of GREECE: Marks, 750	GREEK—*Professor*, John Ryall, LL.D. Senior Class: Monday, Friday, Wednesday. Junior Class: Monday, Friday, Wednesday, Thursday. Extra Class: Tuesday, Thursday.
3. LANGUAGE, LITERATURE, and HISTORY of ROME: Marks, 750	LATIN—*Professor*, Bunnell Lewis, A.M. Senior Class: Monday, Wednesday, Friday. Junior Class: Monday, Tuesday, Wednesday, Thursday. Extra Class: Tuesday and Thursday. The Extra Class, both in Latin and Greek, the attendance on which is voluntary, consists generally of those students who propose to become Candidates for the Degree of M.A., or Classical Honors, in the Queen's University, or for appointments in the Indian Civil Service.
4. LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 375	FRENCH—*Professor*, R. De Vericour, D. ES. L. Senior Class: Monday, Wednesday, Friday. Junior Class: Monday, Wednesday, Friday.

5. LANGUAGE, LITERATURE, and HISTORY of GERMANY: Marks, 375	GERMAN. Tuesday, Thursday.
6. LANGUAGE, LITERATURE, and HISTORY of ITALY: Marks, 375	ITALIAN. Monday, Wednesday, and Friday.
7. MATHEMATICS, Pure and Mixed: Marks, 1,250	MATHEMATICS—*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday. Senior Class: Monday, Wednesday, Friday. MATHEMATICAL PHYSICS—*Professor*, John England, A.M. Tuesday, Thursday, and Saturday.
8. NATURAL SCIENCES: that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy: Marks, 500 *** No Candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500 marks) may be obtained by adequate proficiency in any three.	CHEMISTRY—*Professor* Blyth, M.D. Monday, Wednesday, and Friday. EXPERIMENTAL PHYSICS (Electricity and Magnetism)—*Professor*, John England, A.M. Monday, Wednesday, and Friday. NATURAL HISTORY—*Professor*, J. R. Greene. Monday, Wednesday, and Friday. GEOLOGY and MINERALOGY—*Professor*, Robert Harkness, F.R.S.S.L. & E., F.G.S. Monday, Wednesday, and Friday.
9. MORAL SCIENCES: that is, Logic, Mental and Moral Philosophy: Marks, 500	LOGIC and METAPHYSICS—*Professor*, G. S. Reade, M.A. Logic: Tuesday, Thursday, and Saturday. Metaphysics: Tuesday, Thursday, Saturday. JURISPRUDENCE and POLITICAL ECONOMY—*Professor*, Richard Horner Mills, A.M.

COURSES of INSTRUCTION given in the COLLEGE which are applicable to the COMPETITIVE EXAMINATION for ADMISSION to the ROYAL MILITARY ACADEMY at WOOLWICH.

Subjects of Examination for the direct appointments to the Practical Class at Woolwich.	*Lectures on these Subjects in Queen's College, Cork.*
MATHEMATICS (Pure): Marks, 2,500	*Professor*, George Boole, LL.D. Junior Class: Monday, Wednesday, Friday. Senior Class: Monday, Wednesday, Friday.
MATHEMATICS (Mixed):— Statics, Dynamics, Hydrostatics: Marks, 1,000	*Professor* England, A.M. Tuesday, Thursday, and Saturday.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

LANGUAGE and LITERATURE of ANCIENT ROME: Marks, 1,000	*Professor*, Bunnell Lewis, A.M. Junior Class: Monday, Tuesday, Wednesday, Thursday.
GEOGRAPHY and HISTORY: Marks, 500	
1,500	
LANGUAGE and LITERATURE of ANCIENT GREECE: Marks, 1,000	*Professor*, John Ryall, LL.D. Junior Class: Monday and Friday, Wednesday and Thursday.
GEOGRAPHY and HISTORY: Marks, 500	
1,500	
LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 1,000	*Professor*, Raymond de Vericour, D. es L. Monday, Wednesday, and Friday.
And GERMANY: Marks, 1,000	
ENGLISH LANGUAGE, LITERATURE, COMPOSITION, HISTORY and GEOGRAPHY: Marks, 2,000	*Professor*, William Rushton, A.M. Tuesday, Thursday, and Saturday.
EXPERIMENTAL SCIENCES:— Chemistry: Marks, 1,000	*Professor*, John Blyth, M.D. Monday, Wednesday, and Friday.
HEAT, ELECTRICITY, including MAGNETISM: Marks, 1,000	*Professor*, John England, A.M. Monday, Wednesday, and Friday.
NATURAL SCIENCES:— Mineralogy and Geology: Marks, 1,000	*Professor*, Robt. Harkness, F.R.S.S.L.& E., F.G.S.
DRAWING, *i.e.*, Elementary Geometrical Drawing, including the use of Drawing Instruments: Marks, 500	*Professor*, Alexander Jack, A.M. Monday, Wednesday, and Friday.
Machinery, Architectural, Topographical, Landscape, or Figure Drawing: Marks, 500	Monday, Wednesday, and Friday.

RESIDENCES.

There is no accommodation for the residence of students within the College, but it is provided by the Statutes that every Matriculated Student, being under the age of Twenty-one Years, shall reside, during the College Terms, with his parent or guardian, or with some relation or friend, to whose care he shall have been committed by his parent or guardian, or in one of the Boarding-houses licensed by the President of the College and arranged for the reception of students, who are then placed under the moral care and spiritual charge of the Deans of Residence of their respective creeds.

The Terms for Board and Lodging are generally at the rate of from £30 to £40 a-year.

DEANS of RESIDENCE.

Church of England,	Rev. George Webster.
Presbyterian Church,	Rev. William Magill.
Wesleyan Communion,	Rev. R. T. Tracy.
Non-Subscribing Presbyterian,	Rev. W. Whitelegg.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

LICENSED BOARDING HOUSES.

Mrs. Jane Heron's, . . .	14, Hardwick-street.
Mrs. John Martin's, . . .	12, North-Mall.
Mr. John O'Sullivan's, . . .	52, South-Mall.
Mrs. O'Regan's, ...	Sunday's Well.

For terms, &c., application to be made to the different Proprietors.

N.B.—Letters from persons desiring further information, to be addressed to the Registrar.

Signed,

By Order of the President,

ROBERT JOHN KENNY, *Registrar.*

APPENDIX B.

Appendix B.

Examination Papers for Scholarships.

SELECTION of EXAMINATION PAPERS for SCHOLARSHIPS.

SENIOR LITERARY SCHOLARSHIPS.

Translate :—

(A.) HOMER—*Odyssey*, xiii., vv. 329–355.

Τὸν δ' ἠμείβετ' ἔπειτα θεὰ γλαυκῶπις Ἀθήνη·
αἰεί τοι τοιοῦτον ἐνὶ στήθεσσι νόημα·
τῷ σε καὶ οὐ δύναμαι προλιπεῖν δύστηνον ἐόντα,
οὕνεκ' ἐπητής ἐσσι καὶ ἀγχίνοος καὶ ἐχέφρων.
ἀσπασίως γάρ κ' ἄλλος ἀνὴρ ἀλαλήμενος ἐλθὼν
ἴετ' ἐνὶ μεγάροις ἰδέειν παῖδάς τ' ἄλοχόν τε·
σοὶ δ' οὔπω φίλον ἐστὶ δαήμεναι οὐδὲ πυθέσθαι,
πρίν γ' ἔτι σῆς ἀλόχου πειρήσεαι, ἤτε τοι αὖτως
ἧσται ἐνὶ μεγάροισιν· ὀϊζυραὶ δέ οἱ αἰεὶ
φθίνουσιν νύκτες τε καὶ ἤματα δακρυχεούσῃ.
αὐτὰρ ἐγὼ τὸ μὲν οὔποτ' ἀπίστεον, ἀλλ' ἐνὶ θυμῷ
ᾤδε', ὃ νοστήσεις ὀλέσας ἄπο πάντας ἑταίρους.
ἀλλά τοι οὐκ ἐθέλησα Ποσειδάωνι μάχεσθαι,
πατροκασιγνήτῳ, ὅς τοι κότον ἔνθετο θυμῷ,
χωόμενος ὅτι οἱ υἱὸν φίλον ἐξαλάωσας.
ἀλλ' ἄγε τοι δείξω Ἰθάκης ἕδος, ὄφρα πεποίθῃς.
Φόρκυνος μὲν ὅδ' ἐστὶ λιμήν, ἁλίοιο γέροντος·
ἥδε δ' ἐπὶ κρατὸς λιμένος τανύφυλλος ἐλαίη·
[ἀγχόθι δ' αὐτῆς ἄντρον ἐπήρατον, ἠεροειδές,
ἱρὸν Νυμφάων, αἳ νηϊάδες καλέονται·]
τοῦτο δέ τοι σπέος ἐστὶ κατηρεφές, ἔνθα σὺ πολλὰς
ἕρδεσκες Νύμφῃσι τελήεσσας ἑκατόμβας·
τοῦτο δὲ Νήριτόν ἐστιν, ὄρος καταειμένον ὕλῃ.
Ὣς εἰποῦσα θεὰ σκέδασ' ἠέρα· εἴσατο δὲ χθών.
γήθησέν τ' ἄρ' ἔπειτα πολύτλας δῖος Ὀδυσσεύς,
χαίρων ᾗ γαίῃ· κύσε δὲ ζείδωρον ἄρουραν.
αὐτίκα δὲ Νύμφῃς ἠρήσατο, χεῖρας ἀνασχών·

1. Upon what grounds have the verses 347 and 348 been considered spurious?

Appendix B.

Examination Papers for Scholarships.

2. Derive and explain *ἐπητής*.

3. What objection exists to the derivation of *ἀλαός* from *α non*, and *λάω=λεύσσω*? To what other root has it been referred? Is Homer consistent in the quantity which he gives to the first two syllables of this word?

4. Parse *εἵσατο*. Does this form belong to any other verb?

5. Distinguish between *αὖτως* and *αὕτως*, and give Buttmann's opinion as to these two forms.

Translate :—

(B.) ARISTOPHANES—*Frogs*, vv. 652–681.

τὸν ἱερὸν χορὸν δίκαιόν ἐστι χρηστὰ τῇ πόλει
ξυμπαραινεῖν καὶ διδάσκειν. πρῶτον οὖν ἡμῖν δοκεῖ
ἐξισῶσαι τοὺς πολίτας κἀφελεῖν τὰ δείματα.
κεἴ τις ἥμαρτε σφαλείς τι Φρυνίχου παλαίσμασιν,
ἐγγενέσθαι φημὶ χρῆναι τοῖς ὀλισθοῦσιν τότε
αἰτίαν ἐκθεῖσι λῦσαι τὰς πρότερον ἁμαρτίας.
εἶτ' ἄτιμόν φημι χρῆναι μηδέν εἶν' ἐν τῇ πόλει.
καὶ γὰρ αἰσχρόν ἐστι τοὺς μὲν ναυμαχήσαντας μίαν
καὶ Πλαταιᾶς εὐθὺς εἶναι κἀντὶ δούλων δεσπότας.
κοὐδὲ ταῦτ' ἔγωγ' ἔχοιμ' ἂν μὴ οὐ καλῶς φάσκειν ἔχειν,
ἀλλ' ἐπαινῶ· μόνα γὰρ αὐτὰ νοῦν ἔχοντ' ἐδράσατε.
πρὸς δὲ τούτοις εἰκὸς ὑμᾶς, οἳ μεθ' ὑμῶν πολλὰ δὴ
χοἱ πατέρες ἐναυμάχησαν καὶ προσήκουσιν γένει,
τὴν μίαν ταύτην παρεῖναι ξυμφορὰν αἰτουμένους.
ἀλλὰ τῆς ὀργῆς ἀνέντες, ὦ σοφώτατοι φύσει,
πάντας ἀνθρώπους ἐκόντες συγγενεῖς κτησώμεθα
κἀπιτίμους καὶ πολίτας, ὅστις ἂν ξυνναυμαχῇ.
εἰ δὲ τοῦτ' ὀγκωσόμεσθα, κἀποσεμνυνούμεθα
τὴν πόλιν, καὶ ταῦτ' ἔχοντες κυμάτων ἐν ἀγκάλαις,
ὑστέρῳ χρόνῳ ποτ' αὖθις εὖ φρονεῖν οὐ δόξομεν.
εἰ δ' ἐγὼ ὀρθὸς ἰδεῖν βίον ἀνέρος ἢ τρόπον ὅστις ἔτ' οἰμώξεται,
οὐ πολὺν οὐδ' ὁ πίθηκος οὗτος ὁ νῦν ἐνοχλῶν,
Κλειγένης ὁ μικρός,
ὁ πονηρότατος βαλανεὺς ὁπόσοι κρατοῦσι κυκησιτέφρου
ψευδολίτρου κονίας
καὶ Κιμωλίας γῆς,
χρόνον ἐνδιατρίψει. ἰδὼν δὲ τάδ' οὐκ
εἰρηνικὸς ἔσθ', ἵνα μή ποτε κἀποδυθῇ μεθύων ἄ-
νευ ξύλου βαδίζων.

1. Explain the terms *Epirrhema* and *Parabasis*. To which class of composition do you assign the above extract?

2. Comment on the expressions :—*Φρυνίχου παλαίσμασιν*, *Πλαταιᾶς*, *ὅστις ἂν ξυνναυμαχῇ*, *Κιμωλίας γῆς*.

3. Notice any peculiarities of grammatical construction in the extract.

Translate into Iambic trimeter verse :—

I know that virtue to be in you, Brutus,
As well as I do know your outward favour.
Well, honour is the subject of my story.
I cannot tell, what you and other men
Think of this life ; but for my single self,
I had as lief not be, as live to be
In awe of such a thing as I myself.

Translate :—

(A.) PLATO—*Gorgias*, chap. lxiii.

φασὶ δ' οἱ σοφοί, ὦ Καλλίκλεις, *καὶ οὐρανὸν καὶ γῆν καὶ θεοὺς καὶ ἀνθρώπους τὴν κοινωνίαν συνέχειν καὶ φιλίαν καὶ κοσμιότητα καὶ σωφροσύνην καὶ δικαιότητα, καὶ τὸ ὅλον τοῦτο διὰ ταῦτα κόσμον καλοῦσιν, ᾧ ἑταῖρε, οὐκ ἀκοσμίαν οὐδὲ ἀκολασίαν. σὺ δέ μοι δοκεῖς οὐ προσέχειν τὸν νοῦν τούτοις, καὶ ταῦτα σοφὸς ὤν, ἀλλὰ λέληθέ σε ὅτι ἡ ἰσότης ἡ γεωμετρικὴ καὶ ἐν θεοῖς καὶ ἐν ἀνθρώποις μέγα δύναται σὺ δὲ πλεονεξίαν οἴει δεῖν ἀσκεῖν γεωμετρίας γὰρ ἀμελεῖς. εἶεν· ἢ ἐξελεγκτέος δὴ οὗτος ὁ λόγος ἡμῖν ἐστίν, ὡς οὐ δικαιοσύνης καὶ σωφροσύνης κτήσει εὐδαίμονες οἱ εὐδαίμονες, κακίας, δὲ οἱ ἄθλιοι ἄθλιοι, ἢ, εἰ οὗτος ἀληθής ἐστι, σκεπτέον τί τὰ συμβαίνοντα. τὰ πρόσθεν ἐκεῖνα, ὦ* Καλλίκλεις, *συμβαίνει πάντα ἐφ' οἷς σύ με ἤρου, εἰ σπουδάζων λέγοιμι, λέγοντα ὅτι κατηγορητέον εἴη καὶ αὐτοῦ καὶ υἱέος καὶ ἑταίρου, ἐάν τι ἀδικῇ, καὶ τῇ ῥητορικῇ ἐπὶ τοῦτο χρηστέον· καὶ ἃ Πῶλον αἰσχύνῃ ᾠου συγχωρεῖν, ἀληθῆ ἄρα ἦν, τὸ εἶναι τὸ ἀδικεῖν τοῦ ἀδικεῖσθαι, ὅσῳπερ αἴσχιον, τοσούτῳ κάκιον· καὶ τὸν μέλλοντα ὀρθῶς ῥητορικὸν ἔσεσθαι δίκαιον ἄρα δεῖ εἶναι καὶ ἐπιστήμονα τῶν δικαίων, ὃ αὖ Γοργίαν ἔφη Πῶλος δι' αἰσχύνην ὁμολογῆσαι. τούτων δὲ οὕτως ἐχόντων, σκεψώμεθα τί ποτ' ἐστὶν ἃ σὺ ἐμοὶ ὀνειδίζεις, ἆρα καλῶς λέγεται ἢ οὔ, ὡς ἄρα ἐγὼ οὐχ οἷός τ' εἰμὶ βοηθῆσαι οὔτε ἐμαυτῷ οὔτε τῶν φίλων οὐδενὶ οὐδὲ τῶν οἰκείων, οὐδ' ἐκσῶσαι ἐκ τῶν μεγίστων κινδύνων, εἰμὶ δὲ ἐπὶ τῷ βουλομένῳ, ὥσπερ οἱ ἄτιμοι τοῦ ἐθέλοντος, ἄν τε τύπτειν βούληται, τὸ νεανικὸν δὴ τοῦτο τοῦ σοῦ λόγου, ἐπὶ κόρρης, ἐάν τε χρήματα ἀφαιρεῖσθαι, ἐάν τε ἐκβάλλειν ἐκ τῆς πόλεως, ἐάν τε, τὸ ἔσχατον, ἀποκτεῖναι· καὶ οὕτω διακεῖσθαι πάντων δὴ αἰσχιστόν ἐστιν, ὡς ὁ σὸς λόγος. ὁ δὲ δὴ ἐμός, ὅστις πολλάκις μὲν ἤδη εἴρηται, οὐδὲν δὲ κωλύει καὶ ἔτι λέγεσθαι· οὔ φημι, ὦ* Καλλίκλεις, *τὸ τύπτεσθαι ἐπὶ κόρρης ἀδίκως αἴσχιστον εἶναι, οὐδέ γε τὸ τέμνεσθαι οὔτε τὸ σῶμα τὸ ἐμὸν οὔτε τὸ βαλάντιον, ἀλλὰ τὸ τύπτειν καὶ ἐμὲ καὶ τὰ ἐμὰ ἀδίκως καὶ τέμνειν καὶ αἴσχιον καὶ κάκιον, καὶ κλέπτειν γε ἅμα καὶ ἀνδραποδίζεσθαι καὶ τοιχωρυχεῖν καὶ συλλήβδην ὁτιοῦν ἀδικεῖν καὶ ἐμὲ καὶ τὰ ἐμὰ τῷ ἀδικοῦντι καὶ κάκιον καὶ αἴσχιον εἶναι ἢ ἐμοὶ τῷ ἀδικουμένῳ.*

(B.) THUCYDIDES, Book I., c. 142.

μέγιστον δὲ τῇ τῶν χρημάτων σπάνει κωλύσονται, ὅταν σχολῇ αὐτὰ πoριζόμενοι διαμέλλωσι· τοῦ δὲ πολέμου οἱ καιροὶ οὐ μενετοί· καὶ μὴν οὐδ' ἡ ἐπιτείχισις οὐδὲ τὸ ναυτικὸν αὐτῶν ἄξιον φοβηθῆναι. τὴν μὲν γὰρ χαλεπὸν καὶ ἐν εἰρήνῃ πόλιν ἀντίπαλον παρασκευάσασθαι, ἧπου δὴ ἐν πολεμίᾳ τε καὶ οὐχ ἧσσον ἐκείνοις ἡμῶν ἀντεπιτετειχισμένων· φρούριον δ' εἰ ποιήσονται, τῆς μὲν γῆς βλάπτοιεν ἄν τι μέρος καταδρομαῖς καὶ αὐτομολίαις, οὐ μέντοι ἱκανόν γε ἔσται ἐπιτειχίζειν τε κωλύειν ἡμᾶς πλεύσαντας ἐς τὴν ἐκείνων καὶ ᾗπερ ἰσχύομεν, ταῖς ναυσὶν ἀμύνεσθαι. πλέον γὰρ ἡμεῖς ἔχομεν τοῦ κατὰ γῆν ἐκ τοῦ ναυτικοῦ ἐμπειρίας, ἢ ἐκεῖνοι ἐκ τοῦ κατ' ἤπειρον ἐς τὰ ναυτικά. τὸ δὲ τῆς θαλάσσης ἐπιστήμονας γενέσθαι οὐ ῥᾳδίως αὐτοῖς προσγενήσεται. οὐδὲ γὰρ ὑμεῖς, μελετῶντες αὐτὸ εὐθὺς ἀπὸ τῶν Μηδικῶν, ἐξείργασθέ πω. πῶς δὴ ἄνδρες γεωργοὶ καὶ οὐ θαλάσσιοι, καὶ προσέτι οὐδὲ μελετῆσαι ἐασόμενοι διὰ τὸ ὑφ' ἡμῶν πολλαῖς ναυσὶν ἀεὶ ἐφορμεῖσθαι, ἄξιον ἄν τι δρῷεν ;

Appendix B. Examination Papers for Scholarships.

πρὸς μὲν γὰρ ὀλίγας ἐφορμούσας κἂν διακινδυνεύσειαν, πλήθει τὴν ἀμαθίαν θρασύνοντες· πολλαῖς δὲ εἰργόμενοι ἡσυχάσουσι, καὶ ἐν τῷ μὴ μελετῶντι ἀξυνετώτεροι ἔσονται καὶ δι' αὐτὸ καὶ ὀκνηρότεροι. τὸ δὲ ναυτικὸν τέχνης ἐστίν, ὥσπερ καὶ ἄλλο τι, καὶ οὐκ ἐνδέχεται. ὅταν τύχῃ, ἐκ παρέργου μελετᾶσθαι, ἀλλὰ μᾶλλον μηδὲν ἐκείνῳ πάρεργον ἄλλο γίγνεσθαι.

1. Give an outline of the argument of the *Gorgias* of Plato.
2. Assign the above extracts to their respective gradations of the Attic dialect, and notice some of their distinctive peculiarities.
3. (Extract A.)—To whom, especially, does the appellation *οἱ σοφοί* apply?
4. Distinguish between *ἰσότης γεωμετρική* and *ἰσότης ἀριθμητική*.
5. Explain the grammatical constructions in *εἰμὶ ἐπὶ τῷ βουλομένῳ*, and *οἱ ἄτιμοι τοῦ ἐθέλοντος*.
6. Describe the different kinds of *ἀτιμία* among the Athenians, and give the equivalent Latin term.
7. (Extract B.)—Describe the two sorts of *ἐπιτείχισις* here referred to, and give examples of each.
8. Notice any difficulties of construction in this extract.

(C.) Translate into Greek prose:—

In ancient times a debate hath risen, and it remains yet unresolved, whether the happiness of man in this world doth consist more in contemplation or action. Concerning which some have endeavoured to maintain their opinion of the first, by saying, that the nearer we mortals come to God by way of imitation, the more happy we are. And they say, that God enjoys himself only by a contemplation of his own infiniteness, eternity, power and goodness, and the like. And upon this ground many men of great learning and devotion prefer contemplation before action. And on the contrary, there want not men of equal authority and credit, that prefer action to be more excellent, as namely, experiments in physick, and the application of it, both for the ease and prolongation of man's life.—*Iz. Walton.*

Junior Literary Scholarships of the Third Year.

Translate:—

(A.) Homer—*Odyssey*, Book xv., vv. 215-247.

Ὣς ἄρα φωνήσας ἔλασεν καλλίτριχας ἵππους
ἂψ Πυλίων εἰς ἄστυ, θοῶς δ' ἄρα δώματ' ἵκανεν.
Τηλέμαχος δ' ἐτάροισιν ἐποτρύνων ἐκέλευσεν·
Ἐγκοσμεῖτε τὰ τεύχε', ἑταῖροι, νηῒ μελαίνῃ·
αὐτοί τ' ἀμβαίνωμεν, ἵνα πρήσσωμεν ὁδοῖο.
Ὣς ἔφαθ'· οἱ δ' ἄρα τοῦ μάλα μὲν κλύον, ἠδ' ἐπίθοντο.
αἶψα δ' ἄρ' εἰςβαινον, καὶ ἐπὶ κληῖσι κάθιζον.
ἧτοι ὁ μὲν τὰ πονεῖτο, καὶ εὔχετο, θῦε δ' Ἀθήνῃ
νηῒ πάρα πρύμνῃ· σχεδόθεν δέ οἱ ἦλυθεν ἀνὴρ
τηλεδαπὸς, φεύγων ἐξ Ἄργεος, ἄνδρα κατακτάς,
μάντις· ἀτὰρ γενεήν γε Μελάμποδος ἔκγονος ἦεν,
ὃς πρὶν μέν ποτ' ἔναιε Πύλῳ ἔνι, μητέρι μήλων,
ἀφνειὸς Πυλίοισι μέγ' ἔξοχα δώματα ναίων·
δὴ τότε γ' ἄλλων δῆμον ἀφίκετο πατρίδα φεύγων,

Νηλέα τε μεγάθυμον, ἀγαυότατον ζωόντων,
ὅς οἱ χρήματα πολλὰ τελεσφόρον εἰς ἐνιαυτὸν
εἶχε βίᾳ. ὁ δὲ τέως μὲν ἐνὶ μεγάροις Φυλάκοιο
δεσμῷ ἐν ἀργαλέῳ δέδετο, κρατερὴ δ' ἄλγεα πάσχων,
εἵνεκα Νηλῆος κούρης, ἄτης τε βαρείης,
τήν οἱ ἐπὶ φρεσὶ θῆκε θεὰ δασπλῆτις Ἐριννύς.
ἀλλ' ὁ μὲν ἔκφυγε Κῆρα, καὶ ἤλασε βοῦς ἐριμύκους
ἐς Πύλον ἐκ Φυλάκης, καὶ ἐτίσατο ἔργον ἀεικὲς
ἀντίθεον Νηλῆα, κασιγνήτῳ δὲ γυναῖκα
ἠγάγετο πρὸς δώμαθ'. ὁ δ' ἄλλων ἵκετο δῆμον,
Ἄργος ἐς ἱππόβοτον· τόθι γάρ νύ οἱ αἴσιμον ἦεν
ναιέμεναι, πολλοῖσιν ἀνάσσοντ' Ἀργείοισιν·
ἔνθα δ' ἔγημε γυναῖκα, καὶ ὑψερεφὲς θέτο δῶμα,
γείνατο δ' Ἀντιφάτην καὶ Μάντιον, υἷε κραταιώ.
Ἀντιφάτης μὲν ἔτικτεν Ὀϊκλῆα μεγάθυμον·
αὐτὰρ Ὀϊκλείης λαοσσόον Ἀμφιάραον,
ὃν πέρι κῆρι φίλει Ζεύς τ' αἰγίοχος καὶ Ἀπόλλων
παντοίην φιλότητ'· οὐδ' ἵκετο γήραος οὐδόν,
ἀλλ' ὄλετ' ἐν Θήβῃσι, γυναίων εἵνεκα δώρων.

1. Distinguish between ἔγγονος and ἔκγονος. Does Homer observe the distinction here?

2. Give the *ordo verborum*, and explain the construction of v. 227.

3. What different derivations have been suggested of ἄφνειος? Which of them appears to be supported by an equivalent Latin term?

4. What would appear to be the exact meaning of τελεσφόρος, according to the accentuation?

5. Give the story of Melampus, to which reference is here made.

6. What is the exact meaning of ἄτη?

7. Derive δασπλῆτις.

8. Explain the accusatives ἔργον and Νηλῆα, vv. 236–7.

9. What different interpretations may be given to the words οὐδ' ἵκετο γήραος οὐδον? and on what does the difference depend?

10. What is the usual form to which γύναιος is here equivalent?

Translate :—

(B). Æschylus—*Prometheus Vinctus*, vv. 966–996.

ΠΡ. τῆς σῆς λατρείας τὴν ἐμὴν δυσπραξίαν,
σαφῶς ἐπίστασ', οὐκ ἂν ἀλλάξαιμ' ἐγώ.
κρεῖσσον γὰρ οἶμαι τῇδε λατρεύειν πέτρᾳ
ἢ πατρὶ φῦναι Ζηνὶ πιστὸν ἄγγελον.
οὕτως ὑβρίζειν τοὺς ὑβρίζοντας χρεών.
ΕΡ. χλιδᾶν ἔοικας τοῖς παροῦσι πράγμασι.
ΠΡ. χλιδῶ; χλιδῶντας ὧδε τοὺς ἐμοὺς ἐγὼ
ἐχθροὺς ἴδοιμι· καὶ σὲ δ' ἐν τούτοις λέγω.
ΕΡ. ἦ κἀμὲ γάρ τι ξυμφοραῖς ἐπαιτιᾷ;
ΠΡ. ἁπλῷ λόγῳ τούς πάντας ἐχθαίρω θεούς,
ὅσοι παθόντες εὖ κακοῦσί μ' ἐκδίκως.
ΕΡ. κλύω σ' ἐγὼ μεμηνότ' οὐ σμικρὰν νόσον.
ΠΡ. νοσοῖμ' ἄν, εἰ νόσημα τοὺς ἐχθροὺς στυγεῖν.
ΕΡ. εἴης φορητὸς οὐκ ἄν, εἰ πράσσοις καλῶς.
ΠΡ. ὤμοι.
ΕΡ. τόδε Ζεὺς τοὔπος οὐκ ἐπίσταται.
ΠΡ. ἀλλ' ἐκδιδάσκει πάνθ' ὁ γηράσκων χρόνος.
ΕΡ. καὶ μὴν σύ γ' οὔπω σωφρονεῖν ἐπίστασαι.
ΠΡ. σὲ γὰρ προσηύδων οὐκ ἂν ὄνθ' ὑπηρέτην.

Appendix B.

Examination Papers for Scholarships.

ΕΡ. ἐρεῖν ἔοικας οὐδὲν ὧν χρῄζει πατήρ.
ΠΡ. καὶ μὴν ὀφείλων γ' ἂν τίνοιμ' αὐτῷ χάριν. 985
ΕΡ. ἐκερτόμησας δῆθεν ὡς παῖδ' ὄντα με.
ΠΡ. οὐ γὰρ σὺ παῖς τε κἄτι τοῦδ' ἀνούστερος,
εἰ προσδοκᾷς ἐμοῦ τι πεύσεσθαι πάρα;
οὐκ ἔστιν αἴκισμ' οὐδὲ μηχάνημ' ὅτῳ
προτρέψεταί με Ζεὺς γεγωνῆσαι τάδε, 990
πρὶν ἂν χαλασθῇ δεσμὰ λυμαντήρια.
πρὸς ταῦτα ῥιπτέσθω μὲν αἰθαλοῦσσα φλὸξ,
λευκοπτέρῳ δὲ νιφάδι καὶ βροντήμασι
χθονίοις κυκάτω πάντα καὶ ταρασσέτω·
γνάμψει γὰρ οὐδὲν τῶνδέ μ' ὥστε καὶ φράσαι 995
πρὸς οὗ χρεών νιν ἐκπεσεῖν τυραννίδος.

1. Quote from modern poetry, any passage or passages parallel to the opening lines of the above extract.

2. How does the practice of Homer differ from that of the Attic writers, in the collocation of the particles καὶ—δέ? What different reading has been adopted by Blomfield for v. 973? Assuming the above reading to be correct, supply the ellipsis.

3. Is there any thing unusual in the construction of v. 974?

4. What is the exact meaning of κλύω in v. 977?

5. Show that logically πρὶν ἂν can only follow a negative clause.

6. Notice any metrical peculiarity in v. 992.

Translate:—

(C.) Euripides—*Alcestis*, vv. 435–475.

ὦ Πελίου θύγατερ, στρ. 435
χαίρουσά μοι εἰν Ἀίδα δόμοισιν
τὸν ἀνάλιον οἶκον οἰκετεύοις.
ἴστω δ' Ἀίδας ὁ μελαγχαίτας θεὸς ὅς τ' ἐπὶ κώπᾳ
πηδαλίῳ τε γέρων 440
νεκροπομπὸς ἵζει,
πολὺ δὴ πολὺ δὴ γυναῖκ' ἀρίσταν
λίμναν Ἀχεροντίαν πορεύ-
σας ἐλάτᾳ δικώπῳ.
πολλά σε μουσοπόλοι ἀντ. 445
μέλψουσι καθ' ἑπτάτονόν τ' ὀρείαν
χέλυν ἔν τ' ἀλύροις κλέοντες ὕμνοις,
Σπάρτᾳ κυκλὰς ἀνίκα Καρνείου περινίσσεται ὥρα
μηνὸς ἀειρομένας 450
παννύχου σελάνας,
λιπαραῖσί τ' ἐν ὀλβίαις Ἀθάναις.
τοίαν ἔλιπες θανοῦσα μολ-
πὰν μελέων ἀοιδοῖς.
εἴθ' ἐπ' ἐμοὶ μὲν εἴη, στρ. 455
δυναίμαν δέ σε πέμψαι
φάος ἐξ' Ἀίδα τεράμνων
Κωκυτοῦ τε ῥεέθρων
ποταμίᾳ νερτέρᾳ τε κώπᾳ.
σὺ γάρ, ὦ μόνα ὦ φίλα γυναικῶν, 460
σὺ τὸν αὐτᾶς
ἔτλας πόσιν ἀντὶ σᾶς ἀμεῖψαι
ψυχᾶς ἐξ Ἄιδα. κούφα σοι
χθὼν ἐπάνωθε πέσοι, γύναι. εἰ δέ τι
καινὸν ἕλοιτο λέχος πόσις, ἢ μάλ' ἂν ἔμοιγ' ἂν εἴη
στυγηθεὶς τέκνοις τε τοῖς σοῖς. 465

ματέρος οὐ θελούσας *ἀντ.*
πρὸ παιδός χθονὶ κρύψαι
δέμας, οὐδὲ πατρὸς γεραιοῦ,
* * * *
ὃν ἔτεκον δ', οὐκ ἔτλαν ῥύεσθαι
σχετλίῳ, πολιὰν ἔχοντε χαίταν· 470
σὺ δ' ἐν ἥβᾳ
νέᾳ προθανοῦσα φωτὸς οἴχει.
τοιαύτας εἴη μοι κῦρσαι
συνδυάδος φιλίας ἀλόχου· τὸ γὰρ
ἐν βιότῳ σπάνιον μέρος· ἢ γὰρ ἂν ἔμοιγ' ἄλυπος
δι' αἰῶνος ἂν ξυνείη. 475

1. What is the construction of *πορεύσας*, v. 443 ?
2. Write an explanatory note on *Καρνείου μήνος*.

(D.) Translate into Greek Tragic Senarii :—

This way the noise was, if mine ear be true,
My best guide now : methought it was the sound
Of riot and ill-managed merriment,
Such as the jocund flute, or gamesome pipe,
Stirs up among the loose unlettered hinds ;
When for their teeming flocks, and granges full,
In wanton dance they praise the bounteous Pan,
And thank the gods amiss.

Translate the following extracts, remarking on the construction, where you think it necessary, and noticing any historical, geographical, or other allusions which they may contain :—

(A.)

Οἱ *μὲν δὴ στρατηγοὶ οὕτω ληφθέντες ἀνήχθησαν ὡς βασιλέα, καὶ ἀποτμηθέντες τὰς κεφαλὰς ἐτελεύτησαν· εἷς μὲν αὐτῶν* Κλεάρχος, *ὁμολογουμένως ἐκ πάντων τῶν ἐμπείρως αὐτοῦ ἐχόντων δόξας γενέσθαι ἀνὴρ καὶ πολεμικὸς καὶ φιλοπόλεμος ἐσχάτως. καὶ γὰρ δὴ ἕως μὲν πόλεμος ἦν τοῖς Λακεδαιμονίοις πρὸς τοὺς Ἀθηναίους, παρέμεινεν ἐπεὶ δ' εἰρήνη ἐγένετο, πείσας τὴν αὐτοῦ πόλιν ὡς οἱ Θρᾷκες ἀδικοῦσι τοὺς Ἕλληνας, καὶ διαπραξάμενος ὡς ἐδύνατο παρὰ τῶν Ἐφόρων, ἐξέπλει ὡς πολεμήσων τοῖς ὑπὲρ Χερρονήσου καὶ Πειρίνθου Θρᾳξίν. Ἐπεὶ δὲ μεταγνόντες πως οἱ Ἔφοροι, ἤδη ἔξω ὄντος αὐτοῦ, ἀποστρέφειν αὐτὸν ἐπειρῶντο ἐξ Ἰσθμοῦ, ἐνταῦθα οὐκέτι πείθεται, ἀλλ' ὤχετο πλέων εἰς Ἑλλήσποντον. Ἐκ τούτου καὶ ἐθανατώθη ὑπὸ τῶν ἐν Σπάρτῃ τελῶν, ὡς ἀπειθῶν· ἤδη δὲ φυγὰς ὢν ἔρχεται πρὸς Κῦρον, καὶ ὁποίοις μὲν λόγοις ἔπεισε Κῦρον ἀλλαχοῦ γέγραπται.*

(B.)

Πολλὰ *δὲ καὶ ἄλλα ἔχω ἐς ἐλπίδα τοῦ περιέσεσθαι, ἢν ἐθέλητε ἀρχήν τε μὴ ἐπικτᾶσθαι ἅμα πολεμοῦντες, καὶ κινδύνους αὐθαιρέτους μὴ προστίθεσθαι· μᾶλλον γὰρ πεφόβημαι τὰς οἰκείας ἡμῶν ἁμαρτίας ἢ τὰς τῶν ἐναντίων διανοίας. ἀλλ' ἐκεῖνα μὲν καὶ ἐν ἄλλῳ λόγῳ ἅμα τοῖς ἔργοις δηλωθήσεται· νῦν δὲ τούτοις ἀποκρινάμενοι ἀποπέμψωμεν,* Μεγαρέας *μὲν ὅτι ἐάσομεν ἀγορᾷ καὶ λιμέσι χρῆσθαι, ἢν καὶ Λακεδαιμόνιοι ξενηλασίας μὴ ποιῶσι μήτε ἡμῶν μήτε τῶν ἡμετέρων ξυμμάχων (οὐτε γὰρ ἐκεῖνο κωλύει ἐν ταῖς σπονδαῖς*

Appendix B.

Examination Papers for Scholarships.

οὔτε τόδε), τὰς τε πόλεις ὅτι αὐτονόμους ἀφήσομεν, εἰ καὶ αὐτονόμους ἔχοντες ἐσπεισάμεθα, καὶ ὅτ' ἂν κἀκεῖνοι ταῖς αὐτῶν ἀποδῶσι πόλεσι μὴ σφίσι, τοῖς Λακεδαιμονίοις, ἐπιτηδείως αὐτονομεῖσθαι, ἀλλὰ αὐτοῖς ἑκάστοις, ὡς βούλονται.

1. To what gradations of the Attic dialect do the above extracts respectively belong? Notice some of the distinctive features of each.

2. Describe the state of Grecian affairs which led to the connexion of Persia with Lacedæmon, about the time of the Anabasis.

3. Describe the nature of the connexion between a Grecian colony and its mother-state. From what countries were the following colonised :— Amphipolis, Potidæa, Epidaurus, Corcyra, Syracuse?

Translate into Attic prose :—

There is nothing in which the Moderns surpass the Ancients more conspicuously than in their noble provisions for the relief of indigence and distress. The public policy of the Ancients seems to have embraced only whatever might promote the aggrandisement or the direct prosperity of the State, and to have cared little for those unfortunate beings, who, from disease or incapacity of any kind, were disqualified from contributing to this. But the beneficent influence of Christianity, combined with the general tendency of our social institutions, has led to the recognition of rights in the individual as sacred as those of the community, and has suggested manifold provisions for personal comfort and happiness.

JUNIOR LITERARY SCHOLARSHIPS OF THE SECOND YEAR.

Translate :—

(A.) HERODOTUS, Book I., c. 191.

Εἴτε δὴ ὧν ἄλλος οἱ ἀπορέοντι ὑπεθήκατο, εἴτε καὶ αὐτὸς ἔμαθε τὸ ποιητέον οἱ ἦν, ἐποίεε δὴ τοιόνδε· τάξας τὴν στρατιὴν ἅπασαν ἐξ ἐμβολῆς τοῦ ποταμοῦ, τῇ ἐς τὴν πόλιν ἐσβάλλει, καὶ ὄπισθε αὖτις τῆς πόλιος τάξας ἑτέρους, τῇ ἐξίει ἐκ τῆς πόλιος ὁ ποταμὸς, προεῖπε τῷ στρατῷ, ὅταν διαβατὸν τὸ ῥέεθρον ἴδωνται γενόμενοι, ἐσιέναι ταύτῃ ἐς τὴν πόλιν. οὕτω τε δὴ τάξας καὶ κατὰ ταῦτα παραινέσας ἀπήλαυνε αὐτὸς σὺν τῷ ἀχρηΐῳ τοῦ στρατοῦ. ἀπικόμενος δὲ ἐπὶ τὴν λίμνην, τά περ ἡ τῶν Βαβυλωνίων βασίλεια ἐποίησε κατά τε τὸν ποταμὸν καὶ κατὰ τὴν λίμνην, ἐποίεε καὶ ὁ Κῦρος ἕτερα τοιαῦτα· τὸν γὰρ ποταμὸν διώρυχι ἐσαγαγὼν ἐς τὴν λίμνην ἐοῦσαν ἕλος, τὸ ἀρχαῖον ῥέεθρον διαβατὸν εἶναι ἐποίησε, ὑπονοστήσαντος τοῦ ποταμοῦ. γενομένου δὲ τούτου τοιούτου, οἱ Πέρσαι, οἵ τερ ἐτετάχατο ἐπ' αὐτῷ τούτῳ κατὰ τὸ ῥέεθρον τοῦ Εὐφρήτεω, ποταμοῦ ὑπονενοστηκότος ἀνδρὶ ὡς ἐς μέσον μηρὸν μάλιστά κῃ, κατὰ τοῦτο ἐσήϊσαν ἐς τὴν Βαβυλῶνα. εἰ μέν νυν προεπύθοντο ἢ ἔμαθον οἱ Βαβυλώνιοι τὸ ἐκ τοῦ Κύρου ποιεύμενον, οὐδ' ἂν περιϊδόντες τοὺς Πέρσας ἐσελθεῖν ἐς τὴν πόλιν διέφθειραν κάκιστα· κατακληΐσαντες γὰρ ἂν πάσας τὰς ἐς τὸν ποταμὸν πυλίδας ἐχούσας, καὶ αὐτοὶ ἐπὶ τὰς αἰμασιὰς ἀναβάντες τὰς παρὰ τὰ χείλεα τοῦ ποταμοῦ ἐληλαμένας, ἔλαβον ἂν σφεας ὡς ἐν κύρτῃ. νῦν δὲ ἐξ ἀπροσδοκήτου σφι παρέστησαν οἱ Πέρσαι. ὑπὸ δὲ μεγάθεος τῆς πόλιος, ὡς λέγεται ὑπὸ τῶν ταύτῃ οἰκημένων, τῶν περὶ τὰ ἔσχατα τῆς πόλιος ἑαλωκότων, τοὺς τὸ μέσον οἰκέοντας τῶν Βαβυλωνίων οὐ μανθάνειν ἑαλωκότας, ἀλλὰ, τυχεῖν γάρ σφι ἐοῦσαν ὀρτὴν, χορεύειν τε τοῦτον τὸν χρόνον καὶ ἐν εὐπαθείῃσι εἶναι, ἐς ὃ δὴ καὶ τὸ κάρτα ἐπύθοντο. καὶ Βαβυλὼν μὲν οὕτω τότε πρῶτον ἁραίρητο.

1. In what year B.C., and in what Olympiad, was Babylon taken by Cyrus? Explain the force of *πρῶτον* in the concluding words of the extract.

2. Comment on the following words and phrases :—*ἐξ ἐμβολῆς—ἡ τῶν Βαβυλωνίων βασίλεια—λίμνην ἐοῦσαν ἕλος—οὐδ' ἂν περιϊδόντες τοὺς Πέρσας ἐσελθεῖν ἐς τὴν πόλιν διέφθειραν—τὰς ἐς τον πόταμον πυλίδας ἐχούσας—κύρτῃ—τὸ κάρτα.*

Translate :—

(B.) Thucydides, Book I., c. 134.

Ἀκούσαντες δὲ ἀκριβῶς τότε μὲν ἀπῆλθον οἱ ἔφοροι, βεβαίως δὲ ἤδη εἰδότες ἐν τῇ πόλει τὴν ξύλληψιν ἐποιοῦντο. λέγεται δ' αὐτὸν μέλλοντα ξυλληφθήσεσθαι ἐν τῇ ὁδῷ, ἑνὸς μὲν τῶν ἐφόρων τὸ πρόσωπον προσιόντος ὡς εἶδε, γνῶναι ἐφ' ᾧ ἐχώρει, ἄλλου δὲ νεύματι ἀφανεῖ χρησαμένου καὶ δηλώσαντος εὐνοίᾳ, πρὸς τὸ ἱερὸν τῆς Χαλκιοίκου χωρῆσαι δρόμῳ καὶ προκαταφυγεῖν· ἦν δὲ ἐγγὺς τὸ τέμενος. καὶ ἐς οἴκημα οὐ μέγα ὃ ἦν τοῦ ἱεροῦ ἐσελθών ἵνα μὴ ὑπαίθριος ταλαιπωροίη, ἡσύχαζεν. οἱ δὲ τὸ παραυτίκα μὲν ὑστέρησαν τῇ διώξει, μετὰ δὲ τοῦτο τοῦ τε οἰκήματος τὸν ὄροφον ἀφεῖλον καὶ τὰς θύρας, ἔνδον ὄντα τηρήσαντες αὐτὸν καὶ ἀπολαβόντες εἴσω, ἀπῳκοδόμησαν, προσκαθεζόμενοί τε ἐξεπολιόρκησαν λιμῷ. καὶ μέλλοντος αὐτοῦ ἀποψύχειν ὥσπερ εἶχεν ἐν τῷ οἰκήματι, αἰσθόμενοί τε ἐξάγουσιν ἐκ τοῦ ἱεροῦ ἔτι ἔμπνουν ὄντα καὶ ἐξαχθεὶς ἀπέθανε παραχρῆμα. καὶ αὐτὸν ἐμέλλησαν μὲν ἐς τὸν Καιάδαν οὗπερ τοὺς κακούργους ἐμβάλλειν· ἔπειτα ἔδοξε πλησίον που κατορύξαι. ὁ δὲ θεὸς ὁ ἐν Δελφοῖς τόν τε τάφον ὕστερον ἔχρησε τοῖς Λακεδαιμονίοις μετενεγκεῖν οὗπερ ἀπέθανε (καὶ νῦν κεῖται ἐν τῷ προτεμενίσματι, ὃ γραφῇ στῆλαι δηλοῦσι), καὶ ὡς ἄγος αὐτοῖς ὂν τὸ πεπραγμένον δύο σώματα ἀνθ' ἑνὸς τῇ Χαλκιοίκῳ ἀποδοῦναι. οἱ δὲ ποιησάμενοι χαλκοῦς ἀνδριάντας δύο ὡς ἀντὶ Παυσανίου ἀνέθεσαν.

1. Comment on the following words and phrases :—*ἔφοροι—ἐποιοῦντο—τῆς Χαλκιοίκου—ἀπολαβόντες εἴσω—ἀπῳκοδόμησαν—ὥσπερ εἶχεν—τὸν Καιάδαν—προτεμένισμα—τέμενος—ἱερόν—ναός.*

(C.) Translate into Attic Greek .—

We find it in daily experience, that all discourse of magnanimity, of natural virtue, of religion, of liberty, and whatsoever else hath been wont to move and encourage virtuous men, hath no force at all with the common soldier in comparison of spoil and riches. The rich ships are boarded upon all disadvantages, the rich towns are furiously assaulted, and the plentiful countries willingly invaded; for as the needy are always adventurous, so plenty is wont to shun peril; and men that have well to live, do rather study how to live well, I mean wealthily, than dare to die, as they call it, honourably.

Translate :—

(A.) Homer—*Iliad*, Book xxiv., vv. 643-674.

Ἦ ῥ', Ἀχιλεὺς δ' ἑτάροισιν ἰδὲ δμωῇσι κέλευσεν
δέμνι' ὑπ' αἰθούσῃ θέμεναι καὶ ῥήγεα καλὰ
πορφύρε' ἐμβαλέειν, στορέσαι τ' ἐφύπερθε τάπητας, 645

Appendix B.

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χλαίνας τ' ἐνθέμεναι οὖλας καθύπερθεν ἔσασθαι.
αἱ δ' ἴσαν ἐκ μεγάροιο δάος μετὰ χερσὶν ἔχουσαι,
αἶψα δ' ἄρα στόρεσαν δοιὼ λέχε' ἐγκονέουσαι.
τὸν δ' ἐπικερτομέων προσέφη πόδας ὠκὺς Ἀχιλλεύς.
"Ἕκτορ μὲν δὴ λέξο, γέρον φίλε, μή τις Ἀχαιῶν
ἐνθάδ' ἐπέλθῃσιν βουληφόρος, οἵτε μοι αἰεὶ
βουλὰς βουλεύουσι παρήμενοι, ἢ θέμις ἐστίν.
τῶν εἴ τίς σε ἴδοιτο θοὴν διὰ νύκτα μέλαιναν,
αὐτίκ' ἂν ἐξείποι Ἀγαμέμνονι ποιμένι λαῶν,
καί κεν ἀνάβλησις λύσιος νεκροῖο γένηται.
ἀλλ' ἄγε μοι τόδε εἰπὲ καὶ ἀτρεκέως κατάλεξον,
ποσσῆμαρ μέμονας κτερείζεμεν Ἕκτορα δῖον,
ὄφρα τέως αὐτός τε μένω καὶ λαὸν ἐρύκω."
Τὸν δ' ἠμείβετ' ἔπειτα γέρων Πρίαμος θεοειδὴς
"εἰ μὲν δή μ' ἐθέλεις τελέσαι τάφον Ἕκτορι δίῳ,
ὧδέ κε μοι ῥέζων, Ἀχιλεῦ, κεχαρισμένα θείης.
οἶσθα γὰρ ὡς κατὰ ἄστυ ἐέλμεθα, τηλόθι δ' ὕλη
ἀξέμεν ἐξ ὄρεος· μάλα δὲ Τρῶες δεδίασιν.
ἐννῆμαρ μέν κ' αὐτὸν ἐνὶ μεγάροις γοάοιμεν,
τῇ δεκάτῃ δέ κε θάπτοιμεν δαινῦτό τε λαός,
ἐνδεκάτῃ δέ κε τύμβον ἐπ' αὐτῷ ποιήσαιμεν,
τῇ δὲ δυωδεκάτῃ πολεμίξομεν, εἴπερ ἀνάγκη."
Τὸν δ' αὖτε προσέειπε ποδάρκης δῖος Ἀχιλλεύς
"ἔσται τοι καὶ ταῦτα, γέρον Πριάμ' ὡς σὺ κελεύεις·
σχήσω γὰρ τόσσον πόλεμον χρόνον ὅσσον ἄνωγας."
Ὣς ἄρα φωνήσας ἐπὶ καρπῷ χεῖρα γέροντος
ἔλλαβε δεξιτερήν, μή πως δείσειε' ἐνὶ θυμῷ.
οἱ μὲν ἄρ' ἐν προδόμῳ δόμου αὐτόθι κοιμήσαντο,
κῆρυξ καὶ Πρίαμος, πυκινὰ φρεσὶ μήδε' ἔχοντες.

1. Comment on the following words :—*δέμνια, ῥήγεα, τάπητας, αἰθούσῃ, ποσσῆμαρ, ἐέλμεθα, δαινῦτο, ἄνωγας, πρόδομος.*

2. Give some account of the funeral rites of the Greeks, in historic times, and explain the following terms :—*προτίθεσθαι, ἀρδάνιον, ἐκφορά, ἔνατα, ἐναγίζειν.*

Translate :—

(B.) Euripides—*Alcestis*, vv. 1008–1036.

φίλον πρὸς ἄνδρα χρὴ λέγειν ἐγευθέρως,
Ἄδμητε, μομφὰς δ' οὐχ ὑπὸ σπλάγχνοις ἔχειν
σιγῶντ'· ἐγὼ δὲ σοῖς κακοῖσιν ἠξίουν
ἐγγὺς παρεστὼς ἐξετάζεσθαι φίλος·
σὺ δ' οὐκ ἔφραζες σῆς προκείμενον νέκυν
γυναικός, ἀλλά μ' ἐξένιζες ἐν δόμοις,
ὡς δὴ θυραίου πήματος σπουδὴν ἔχων.
κἄστεψα κρᾶτα καὶ θεοῖς ἐλειψάμην
σπονδὰς ἐν οἴκοις δυστυχοῦσι τοῖσι σοῖς.
καὶ μέμφομαι μὲν μέμφομαι παθὼν τάδε,
οὐ μήν σε λυπεῖν ἐν κακοῖσι βούλομαι.
ὧν δ' οὕνεχ' ἥκω δεῦρ' ὑποστρέψας πάλιν
λέξω· γυναῖκα τήνδε μοι σῶσον λαβών,
ἕως ἂν ἵππους δεῦρο Θρῃκίας ἄγων
[ἔλθω], τύραννον Βιστόνων κατακτανών,
πράξας δ' ὃ μὴ τύχοιμι, νοστήσαιμι γάρ,
δίδωμι τήνδε σοῖσι προσπολεῖν δόμοις.
πολλῷ δὲ μόχθῳ χεῖρας ἦλθεν εἰς ἐμάς·

ἀγῶνα γὰρ πάνδημον εὑρίσκω τινὰς
τιθέντας, ἀθληταῖσιν ἄξιον πόνον,
ὅθεν κομίζω τήνδε νικητήρια
λαβών. τὰ μὲν γὰρ κοῦφα τοῖς νικῶσιν ἦν
ἵππους ἄγεσθαι, τοῖσι δ' αὖ τὰ μείζονα
νικῶσι, πυγμὴν καὶ πάλην, βουφόρβια·
γυνὴ δ' ἐπ' αὐτοῖς εἵπετ'· ἐντυχόντι δὲ
αἰσχρὸν παρεῖναι κέρδος ἦν τόδ' εὐκλεές.
ἀλλ' ὥσπερ εἶπον, σοὶ μέλειν γυναῖκα χρή·
οὐ γὰρ κλοπαίαν, ἀλλὰ σὺν πόνῳ λαβὼν
ἥκω· χρόνῳ δὲ καὶ σύ μ' αἰνέσεις ἴσως.

1. Comment on the following words, sentences, and phrases :—*ὑπὸ πλάγχνοις ἔχειν ; θυραῖον πῆμα ; τύραννον Βιστόνων ; πράξας δ' ὅ μὴ τύχοιμι, νοστήσαιμι γάρ ; πάνδημον ; τὰ μὲν γὰρ κοῦφα τοῖς νικῶσιν ἦν ἵππους ἄγεσθαι ; βουφόρβια.*

2. What moral defect is there in the plot of the Alcestis ; and how might it be removed ?

Translate into Iambic Trimeters :—

Breathes there a man, with soul so dead,
Who never to himself hath said—
This is my own, my native land ?
Whose heart has ne'er within him burned,
As home his footsteps he hath turned,
From wand'ring on a foreign strand ?

JUNIOR LITERARY SCHOLARSHIPS OF THE FIRST YEAR.

Translate :—

(A). HOMER—*Iliad*, Book vi., vv. 344–358.

Δᾶερ ἐμεῖο, κυνὸς κακομηχάνου, ὀκρυοέσσης,
ὥς μ' ὄφελ' ἤματι τῷ ὅτε με πρῶτον τέκε μήτηρ
οἴχεσθαι προφέρουσα κακὴ ἀνέμοιο θύελλα
εἰς ὄρος ἢ εἰς κῦμα πολυφλοίσβοιο θαλάσσης,
ἔνθα με κῦμ' ἀπόερσε πάρος τάδε ἔργα γενέσθαι.
αὐτὰρ ἐπεὶ τάδε γ' ὧδε θεοὶ κακὰ τεκμήραντο,
ἀνδρὸς ἔπειτ' ὤφελλον ἀμείνονος εἶναι ἄκοιτις,
ὃς ἤδη νέμεσίν τε καὶ αἴσχεα πόλλ' ἀνθρώπων.
τούτῳ δ' οὔτ' ἂρ νῦν φρένες ἔμπεδοι οὔτ' ἄρ' ὀπίσσω
ἔσσονται· τῷ καί μιν ἐπαυρήσεσθαι ὀΐω.
ἀλλ' ἄγε νῦν εἰσελθε καὶ ἕζεο τῷδ' ἐπὶ δίφρῳ,
δᾶερ, ἐπεί σε μάλιστα πόνος φρένας ἀμφιβέβηκεν
εἵνεκ' ἐμεῖο κυνὸς καὶ Ἀλεξάνδρου ἕνεκ' ἄτης,
οἷσιν ἐπὶ Ζεὺς θῆκε κακὸν μόρον, ὡς καὶ ὀπίσσω
ἀνθρώποισι πελώμεθ' ἀοίδιμοι ἐσσομένοισιν.

1. Explain the constructions of ὄφελε and ὤφελλον in vv. 345 and 350.
2. Parse ἀπόερσε, ἤδη, ἐπαυρήσεσθαι, ἕζεο.
3. Supply an apparent *ellipsis* in v. 348.
4. Notice any example of *tmesis* in the above extract.

Appendix B.

Examination Papers for Scholarships.

Translate :—

(B.) EURIPIDES—*Medea*, vv. 579–592.

ΜΗ. ἦ πολλὰ πολλοῖς εἰμι διάφορος βροτῶν.
ἐμοὶ γὰρ ὅστις ἄδικος ὢν σοφὸς λέγειν
πέφυκε, πλείστην ζημίαν ὀφλισκάνει·
γλώσσῃ γὰρ αὐχῶν τἄδικ' εὖ περιστελεῖν,
τολμᾷ πανουργεῖν· ἔστι δ' οὐκ ἄγαν σοφός.
ὡς καὶ σὺ μὴ νῦν εἰς ἔμ' εὐσχήμων γένῃ
λέγειν τε δεινός· ἓν γὰρ ἐκτενεῖ σ' ἔπος.
χρῆν σ', εἴπερ ἦσθα μὴ κακός, πείσαντά με
γαμεῖν γάμον τόνδ', ἀλλὰ μὴ σιγῇ φίλων.
ΙΑ. καλῶς γ' ἂν οὖν μοι τῷδ' ὑπηρέτεις λόγῳ,
εἴ σοι γάμον κατεῖπον, ἥτις οὐδὲ νῦν
τολμᾷς μεθεῖναι καρδίας μέγαν χόλον.
ΜΗ. οὐ τοῦτό σ' εἶχεν, ἀλλὰ βάρβαρον λέχος
πρὸς γῆρας οὐκ εὔδοξον ἐξέβαινέ σοι.

(C.) EURIPIDES—*Medea*, vv. 846–855.

πῶς οὖν ἱερῶν ποταμῶν
ἢ πόλις ἢ φίλων
πόμπιμός σε χώρα
τὰν παιδολέτειραν ἕξει,
τὰν οὐχ ὁσίαν μετ' ἄλλων ;
σκέψαι τεκέων πλαγάν,
σκέψαι φόνον οἷον αἴρει.
μή, πρὸς γονάτων σε πάντως
πάντη σ' ἱκετεύομεν,
τέκνα φονεύσῃς.

1. Explain the construction of πολλοῖς, v. 579, and ἐμοὶ, v. 580, extract (B).

2. Supply the ellipsis in χρῆν σ' εἴπερ ἦσθα, v. 586, and state the rule which requires the indicative, ἦσθα, in this construction.

3. State and explain the allusion in the opening lines of extract (C).

4. Parse περιστελεῖν.

5. Why is the subjunctive γένῃ used in v. 584, extract (B)?

Translate :—

(D.) HERODOTUS—Book ii., c. 168.

Γέρεα δέ σφι ἦν τάδε ἐξαραιρημένα μούνοισι Αἰγυπτίων πάρεξ τῶν ἱρέων, ἄρουραι ἐξαίρετοι δυώδεκα ἑκάστῳ ἀτελέες. ἡ δὲ ἄρουρα ἑκατὸν πηχέων ἐστὶ Αἰγυπτίων πάντῃ, ὁ δὲ Αἰγύπτιος πῆχυς τυγχάνει ἴσος ἐὼν τῷ Σαμίῳ. ταῦτα μὲν δὴ τοῖσι ἅπασι ἦν ἐξαραιρημένα, τάδε δὲ ἐν περιτροπῇ ἐκαρποῦντο καὶ οὐδαμὰ ὠῦτοί· Καλασιρίων χίλιοι καὶ Ἑρμοτυβίων [ἄλλοι] ἐδορυφόρεον ἐνιαυτὸν ἕκαστοι τὸν βασιλέα· τούτοισι δ' ὧν τάδε πάρεξ τῶν ἀρουρέων ἄλλα ἐδίδοτο ἐπ' ἡμέρῃ ἑκάστῃ, ὀπτοῦ σίτου σταθμὸς πέντε μνέαι ἑκάστῳ, κρεῶν βοέων δύο μνέαι, οἴνου τέσσερες ἀρυστῆρες. ταῦτα τοῖσι αἰεὶ δορυφορέουσι ἐδίδοτο.

1. Compare the Egyptian *arura*, the Roman *juger*, and our statute acre.

2. Explain the terms Calasiries and Hermotybies.

3. Parse the following words, and give their Attic forms : ἐξαραιρημένα, ὠῦτοί, μνέαι.

4. Explain the constructions τυγχάνει ἐὼν and τοῖσι αἰεὶ δορυφορέουσι.

(A.) Translate into Greek:—

1. I do not know what I am writing.
2. I was writing when the boy came in.
3. If it were not necessary, you would not be writing.
4. Yesterday he wrote to the merchant (ἔμπορος).
5. If he had ordered, you would have written.
6. If you were to order, I would gladly write.

(B.) Give a description of the geographical position and natural divisions of ancient Greece, naming the several provinces, with their boundaries.

(C.) Describe the positions of the following places, and mention any events in Grecian history with which they are connected—Coroneia, Potidæa, Pylos, Arginusæ.

(D.) Distinguish between Epic and Dramatic Poetry; and give a short account of the origin of the Greek Drama.

JOHN RYALL, *Professor.*

SENIOR SCHOLARSHIP.—LATIN.

Subject for a Latin Essay:—

DE CLIENTELA ROMANA.

Translate into Latin verse:—

No more shall nation against nation rise,
Nor ardent warriors meet with hateful eyes,
Nor fields with gleaming steel be cover'd o'er,
The brazen trumpets kindle rage no more:
But useless lances into scythes shall bend,
And the broad falchion in a ploughshare end.
Then palaces shall rise; the joyful son
Shall finish what his short-liv'd sire begun;
Their vines a shadow to their race shall yield,
And the same hand that sow'd shall reap the field.

B. LEWIS, *Professor.*

SENIOR SCHOLARSHIP.—HISTORY.

1. Explain the terms *alodial, feudal, benefice, fief, escheat, forfeiture.*
2. What was the essential principle of a feudal relation?
3. Describe the ceremonies used in conferring a fief.
4. How was the succession to the crown regulated among the Anglo-Saxons?
5. Explain the words *thane, ceorl, ealdorman, wer geld, ordeal.*
6. What was the constitution of the Witenagemot?
7. Review the judicial system of the Anglo-Saxons. Are there any traces of trial by jury in that system?
8. What were the political and social consequences of the Norman Conquest?
9. In what respects did feudalism in England differ from the feudal system of France and Germany?

Appendix B.

Examination Papers for Scholarships.

10. Mention the circumstances which led to the grant of Magna Charta by King John.

11. Describe the Confirmation of the Charters in the reign of Edward I.

12. State the origin and progress of parliamentary representation.

WILLIAM RUSHTON, *Professor.*

SECOND YEAR'S SCHOLARSHIPS.—LATIN.

Translate in as few words as possible :—

CICERO—*Tusculan Disputations*, I., 15.

Quid in hac re publica tot tantosque viros ob rem publicam interfectos cogitasse arbitramur? iisdemne ut finibus nomen suum quibus vita terminaretur? Nemo umquam sine magna spe immortalitatis se pro patria offerret ad mortem. Licuit esse otioso Themistocli, licuit Epaminondae, licuit, ne et vetera et externa quaeram, mihi; sed nescio quo modo inhaeret in mentibus quasi saeclorum quoddam augurium futurorum, idque in maximis ingeniis altissimisque animis et exsistit maxime et apparet facillime. Quo quidem dempto quis tam esset amens qui semper in laboribus et periculis viveret? Loquor de principibus: quid poëtae? nonne post mortem nobilitari volunt?

Re-translate into Latin hexameters :—

Here dwelt the man divine whom Samos bore,
But now self-banished from his native shore,
Because he hated tyrants, nor could bear
The chains which none but servile souls will wear.
He, though from heaven remote, to heaven could move,
With strength of mind, and tread the abyss above;
And penetrate, with his interior light,
Those upper depths, which nature hid from sight;
And what he had observed, and learnt from thence,
Loved in familiar language to dispense.

Translate into Latin :—

That chivalrous spirit which has exercised so powerful an influence on the politics, morals, and manners of all European nations, was found in the highest exaltation among the Norman nobles. Those nobles were distinguished by their graceful bearing and insinuating address. They were distinguished also by their skill in negotiation, and by a natural eloquence which they assiduously cultivated. It was the boast of one of their historians that the Norman gentlemen were orators from the cradle. But their chief fame was derived from their military exploits.

THIRD YEAR'S SCHOLARSHIPS.

Translate in as few words as possible :—

HORACE—*Satires*, II., iv., 32.

Murice Baiano melior Lucrina peloris,
Ostrea Circeiis, Miseno oriuntur echini,
Pectinibus patulis iactat se molle Tarentum.
Nec sibi coenarum quivis temere arroget artem,
Non prius exacta tenui ratione saporum.

Nec satis est, cara pisces averrere mensa
Ignarum, quibus est ius aptius et quibus assis
Languidus in cubitum iam se conviva reponet.
Umber et iligna nutritus glande rotundas
Curvat aper lances carnem vitantis inertem;
Nam Laurens malus est, ulvis et arundine pinguis.

Translate into hexameter verse:—

Then crown'd again, their golden harps they took,
Harps ever tun'd, that glittering by their side,
Like quivers hung; and with preamble sweet
Of charming symphony, they introduce
Their sacred song, and waken raptures high;
No voice exempt, no voice but well could join
Melodious part, such concord is in heaven.

Translate into Latin prose:

A great statesman, full of years and honours, led forth to the Senate House by a son of rare hopes, and stricken down in full council while straining his feeble voice to rouse the drooping spirit of his country, could not but be remembered with peculiar veneration and tenderness. The few detractors who ventured to murmur were silenced by the indignant clamours of a nation which remembered only the lofty genius, the unsullied probity, the undisputed services of him who was no more. For once the chiefs of all parties were agreed. A public funeral, a public monument, were eagerly voted.

First Year's Scholarships.

1. Give the chief rules for the construction of sentences in the oratio obliqua.
2. Explain the difference between the English and Latin uses of the infinitive mood.
3. Describe the situation of Arretium, Ariminum, Patavium, Rhegium, Thurii, and Hispalis. Name the towns through which the Via Appia passed.
4. Write out the scheme of the Alcaic metre.
5. Give a short account of the conspiracy of Catiline.

Re-translate into Latin:—

He began by congratulating with them on Catiline's flight, as on a certain victory; since the driving him from his secret plots, and insidious attempts on their lives and fortunes, into open rebellion, was in effect, to conquer him: that Catiline himself was sensible of it, whose chief regret in his retreat was not for leaving the city, but for leaving it standing. "But if there be any here," says he, "who blame me for what I am boasting of, as you all indeed justly may, that I did not rather seize than send away so capital an enemy, that is not my fault, citizens, but the fault of the times."

B. Lewis, *Professor.*

Appendix B.

Examination Papers for Scholarships.

LITERARY SCHOLARSHIPS OF THE THIRD YEAR.—ENGLISH LANGUAGE AND LITERATURE.

1. Review, briefly, Spenser's "Faery Queene."
2. Give a short account of the early drama, explaining the terms *mysteries, miracles, moralities, interludes.*
3. Mention the leading events in the life of Shakespeare. How far was Shakespeare indebted to the labours of preceding dramatists?
4. Sketch the plot of "Macbeth" or "Hamlet."
5. Enumerate the principal dramas of Ben Jonson.
6. Characterize the prose style of Hobbes, Burton, and Jeremy Taylor.

LITERARY SCHOLARSHIPS OF THE SECOND YEAR.—ENGLISH LANGUAGE AND LITERATURE.

1. Give some account of Spenser's life and writings.
2. What was Drayton's "Polyolbion?"
3. What is the character of Donne's poetry?
4. What were the principal works of Phineas and Giles Fletcher?
5. Characterize the poetry of George Herbert.
6. What was the poetic style of Sir John Suckling?
7. Explain the allusions in the following passages of Shakespeare's "Julius Cæsar:"—

(*a.*) Many a time and oft
Have you climbed up to walls and battlements,
To towers and windows, yea, to chimney-tops,
Your infants in your arms, and there have sat
The livelong day, with patient expectation,
To see great Pompey pass the streets of Rome.

(*b.*) He had a fever when he was in Spain,
And when the fit was on him, I did mark
How he did shake: 'tis true, this god did shake:
His coward lips did from their colour fly;
And that same eye whose bend doth awe the world,
Did lose his lustre.

(*c.*) But if you would consider the true cause
Why all these fires, why all these gliding ghosts,
Why birds and beasts, from quality and kind,
Why old men, fools, and children calculate,
Why all these things change from their ordinance,
Their natures, and pre-formed faculties,
To monstrous quality—why, you shall find
That heaven hath infused them with these spirits,
To make them instruments of fear and warning
Unto some monstrous state.

(*d.*) Be factious for redress of all these griefs,
And I will set this foot of mine as far
As who goes farthest.

Examination Papers for Scholarships.

Literary Scholarships of the First Year.—English Language and History.

(A.)—*English Language.*

1. Give the derivation of the following words:—*house, edifice, sheep, mutton, sword, chivalry, knight, baron, king, countess.*

2. Show that a knowledge of etymology is a guide in spelling these words:—*believe, receive, siege, seize, absence, concupiscence.*

3. Give the ordinary rules for the formation of the plural in nouns; and specify those forms which have come down from the Anglo-Saxon.

4. Give the ordinary rule for distinguishing between regular and irregular verbs. Is there any reason for making the so-called irregular verbs a distinct conjugation?

5. Point out the grammatical subjects and predicates in these sentences:—

The world is wide.
Time flies.
To win was easy.

6. What classes of words are derived from Anglo-Saxon?

7. What language was introduced into England by the Normans?

(B.)—*History.*

8. What were the causes of the Peloponnesian war?

9. Sketch the character of Pericles.

10. Recount, briefly, the leading events in the Civil Wars of Rome, from the time of the Gracchi to the battle of Actium.

William Rushton, *Professor.*

Scholarship Examinations.—Modern Languages.

Translate into French:—

Hampden determined to leave England. Beyond the Atlantic Ocean a few of the persecuted Britons had formed in the wilderness of Connecticut a settlement which has since become a prosperous commonwealth, and which, in spite of the lapse of time and of the change of government, still retains something of the character given to it by its first founders. Lord Saye and Lord Brooke were the original projectors of this scheme of emigration. Hampden had been early consulted respecting it. He was now, it appears, desirous to withdraw himself beyond the reach of oppressors who, as he probably suspected, and as we know, were bent on punishing his manful resistance to their tyranny. He was accompanied by his kinsman, Oliver Cromwell, over whom he possessed great influence and in whom he alone had discovered, under an exterior appearance of coarseness and extravagance, those great and commanding talents which were afterwards the admiration and the dread of Europe. The cousins took their passage in a vessel which lay in the Thames, and which was bound for North America. They were actually on board, when an Order of Council appeared, by which the ship was prohibited from sailing. Seven other ships, filled with emigrants, were stopped at the same time. Hampden and Cromwell remained; and with them remained the evil genius of the House of Stuart.—Macaulay.

Appendix B.

Examination Papers for Scholarships.

1. Mention the expressions which govern the subjunctive mood.

2. State what you know of the influence of Cardinal Richelieu on French literature.

3. What is understood by the word *Renaissance ?*

4. Mention and characterize the principal tragedies of Racine.

5. Give a few instances of the influence of the Latin writers on Molière.

6. State what you know of Lafontaine, and the reasons of his pre-eminence in French literature,

R. DE VERICOUR, *Professor.*

THIRD YEAR'S SCHOLARSHIPS.—MATHEMATICS.

1. The sum of the squares of two straight lines is greater than twice their rectangle unless the straight lines are equal.

2. In a parallelogram the squares of the diagonals are together equal to the squares of the sides.

3. Eliminate b and c from the equations

$$a+b+c=-p$$
$$ab+ac+bc=q$$
$$abc=-r$$

Interpret the result by the theory of equations.

4. Calculate the present value of an annuity of £150 per annum, to commence ten years hence, and to continue for ever, compound interest being allowed at five per cent. per annum.

5. Prove the following formulæ:

$$4\tan^{-1}\frac{1}{5}-\tan^{-1}\frac{1}{239}=\frac{\pi}{4}$$

$$\theta=\tan\theta-\frac{1}{3}(\tan\theta)^3+\frac{1}{5}(\tan\theta)^5-\&c.$$

6. Determine the loci represented by the following equations:

$$2x^2+3xy-2y^2-x+3y-1=0$$
$$9(x^2+y^2)+6xy+4(x-y-1)=0$$

7. Explain the word *asymptote.* Show how the asymptotes of a given curve are determined when such exist, and give an example.

8. Inscribe in a sphere the greatest cone.

9. Find the maximum value of the function $\cos^3 x \sin x$.

10. Investigate the criteria for distinguishing maxima and minima values of functions,—1st, when there is but one independent variable; 2nd, when there exist two independent variables.

11. Find an expression for the radius of curvature in a curve referred to polar co-ordinates. Apply it to the spiral of Archimedes, of which the equation is $r=a\theta$.

12. Integrate the following differentials, viz.:

$$\frac{dx}{x^2-a^2},\quad \frac{dx}{\sqrt{2ax-x^2}},\quad \sqrt{a^2-x^2}\,dx.$$

13. Integrate the differentials

$$\epsilon^x x^2 dx,\quad \frac{x^2dx}{(1+x)^3},\quad \frac{\sin^3\theta d\theta}{\cos^2\theta}.$$

14. Find the complete area of the curve of which the equation is $(x-y)^2+9y^2=1$.

15. Integrate the differential equation

$$\frac{d^2y}{dx^2}+n^2y=\cos mx.$$

SECOND YEAR'S SCHOLARSHIPS.

1. Find to four places of decimals the cube root of $\frac{2}{5}$.

2. Solve the simultaneous equations

$$x+y+z=6$$
$$x+2y+3z=14$$
$$3x+5y+2z=18,$$

and investigate the condition under which the equations

$$ax+by+cz=0$$
$$a'x+b'y+c'z=0$$
$$a''x+b''y+c''z=0$$

admit of being simultaneously true.

3. Solve the simultaneous equations

$$x+y=a$$
$$x^3+y^3=b.$$

Explain the significance of the problem of solving two simultaneous equations between x and y in analytical geometry of two dimensions.

4. Prove that in the algebraic equation

$$x^n+ax^{n-1}+bx^{n-2}+\&c.=0.$$

the coefficient a is equal to the sum of the roots, with signs changed. Show also how any such equation may be reduced to another equation, wanting the second term.

5. Given that one root of the equation $x^3-9x+28=0$ is $x=-4$, find the other roots.

6. Sum the geometric progression $\frac{2}{3}-\frac{1}{2}+\frac{3}{8}+\frac{9}{32}=$ &c., *ad infinitum*.

7. The two first terms of a harmonic progression are a and b; find the nth term.

8. Expand by the binomial theorem $\sqrt[3]{1-x}$ to five terms.

9. Prove the equations

$$\tan\theta-\tan\frac{\theta}{2}=\sec\theta\tan\frac{\theta}{2}$$

$$\frac{1}{\cot\frac{A}{2}-\cot A}=\sin A$$

10. If R and r be the radii of the circumscribed and inscribed circles of a plane triangle A B C, show that

$$\frac{\text{Area of triangle}}{\sin A+\sin B+\sin C}=Rr$$

11. Define the hyperbola, and deduce from the definition its equation.

12. Find the locus of a point of which the distance from a fixed straight line is equal to its shortest distance from a given circle.

Appendix B. Examination Papers for Scholarships.

13. Discuss the circumstances under which the straight line $y=mx+n$ will touch, intersect, or lie wholly without the circle $x^2+y^2=a^2$.

14. The equation of a curve is $2x^2+5xy+2y^2=a^2$; find its species, and determine its equations when referred to axes inclined at an angle 45° to the given axes.

JUNIOR SCIENCE SCHOLARSHIPS.

1. The middle point of the hypothenuse of a right-angled triangle is equally distant from the three angular points?

2. Show how to inscribe a circle in a given sector of a circle.

3. Discuss, geometrically and analytically, the problem of dividing a straight line into two parts, such that the rectangle contained by them shall be equal to the square of their difference.

4. Solve the equation

$$\frac{7x+5}{23}+\frac{9x-1}{10}-\frac{x-9}{5}+\frac{2x-3}{15}=23\tfrac{1}{3}.$$

5. Find the greatest common measure of x^3-9x^2+4x+4, and $3x^4-11x^2+8$. Prove the rule for finding the greatest common measure of two or more quantities.

6. Calculate the number of English degrees in an arc of a circle which is equal in length to the radius.

7. Find to three places of decimals the value of $\dfrac{6+4\sqrt{7}}{10\sqrt{12}-6\sqrt{24}}$

8. Solve the equations

$$(1)\ \frac{\sqrt{a+x}+\sqrt{a-x}}{\sqrt[4]{a^2-x^2}}=b$$

$$(2)\ x^4-3x^2+2=(x^2-1)^2$$

determining all the roots.

9. Find the side of a square, such that were the area increased in the ratio of m^2 to n^2, the diagonal would be increased by r feet.

10. Solve the simultaneous equations

$$xy+xz+yz=a^2$$
$$x+y=b$$
$$y+z=c.$$

11. Trace the variations of the sine of an arc, as the arc varies from 0 to a circumference, with the corresponding variations of the cosine, and the tangent. Show how the laws of these variations are connected together.

12. Prove the theorems

$$(1)\ \frac{\sin A}{a}=\frac{\sin B}{b}=\frac{\sin C}{c}$$

$$(2)\ \cos C=\frac{a^2+b^2-c^2}{2ab}$$

$$(3)\quad c=\frac{(a-b)\cos\frac{C}{2}}{\sin\frac{A-B}{2}}$$

13. Deduce an expression for the area of a triangle in terms of the sides. Deduce from it an expression for a side of an equilateral triangle in terms of the area.

GEORGE BOOLE, D.C.L., *Professor.*

SECOND YEAR'S SCHOLARSHIP IN ENGINEERING.—GEOMETRICAL DRAWING.

1. How would you describe a Tudor arch, or a Scotia moulding?
2. When will the two projections of a line not be sufficient to determine it?
3. The ordinary construction for finding the intersection of two planes fails in a particular case; describe this case, and the method of constructing the intersection in it.
4. Construct the angle between two planes.
5. Construct the angle between a right line and a plane.
6. Construct the intersection of a vertical cone with a sphere.
7. Draw the projections of the shadow cast on the inside of a niche semicircular in plan.
8. Draw the projections of the shadow cast on the inside of a horizontal cylinder by its own edge, the horizontal projection of the ray of light making 45° with that of the axis of the cylinder.
9. Show that if the centre of a circle be fixed, that there are two positions in which its perspective on a given picture plane will be also circles.
10. What are the measuring point and line for vertical lines parallel to the picture plane?
11. Make an isometric drawing from the orthographic projection on the table.

PRIZE EXAMINATION OF STUDENTS IN ENGINEERING OF THE THIRD YEAR.—SURVEYING, LEVELLING, &c.

1. How would you set an eidograph so as to enlarge a map in a given proportion?
2. Describe the scale and vernier of a sextant which reads to fifteen seconds.
3. In making the bubble of a level or theodolite reverse, explain why only half the error is corrected by means of the adjustment screws.
4. A level, with the bubble firmly attached to the telescope tube, being placed midway between two staffs, the bubble being supposed to reverse correctly, reads 4·68 on the first staff, and 5·14 on the other, the staffs being 200 feet apart; when placed ten feet beyond the first staff, it reads 5·32 on the first and 5·84 on the second; what is the error? and state exactly how to correct it.
5. How would you find the index error in a sextant?
6. Read the instrument on the table.
7. A B = 680 feet.

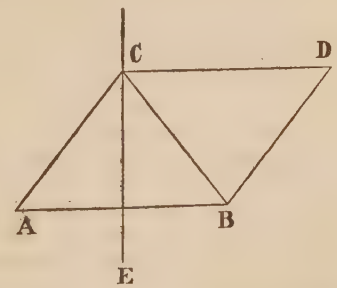
C D = 740 feet.

$\angle$C A B = 32° 46′

$\angle$E C B = 14° 27′

$\angle$E C D = 28° 14′

$\angle$E C A = 54° 22′



Plot the four stations.

8. What checks have you on the accuracy of a traverse? If the

Appendix B. Examination Papers for Scholarships.

checks be not satisfied, but the error be small, how would you deal with it?

9. Describe the method of finding the local time by an observation of the sun.

10. Describe the method of finding the bearing of an object by an observation on it and the sun with a sextant.

ALEXANDER JACK, *Professor.*

SCHOLARSHIPS IN MEDICINE, ENGINEERING, AND AGRICULTURE.—CHEMISTRY.

1. Explain the points of agreement and difference between the forces of cohesion and affinity.

2. What is meant by catalytic action? Give examples.

3. Explain the law of multiple proportions.

4. Explain the nature of oxacids and hydracids; give by symbols the reaction of each with hydrate of alumina.

5. How is fluoride of silicon prepared? Give its properties.

6. Give the preparation, properties, and composition by weight and by volume, of ammonia.

7. Give the tests for HCl, NO_5, HCy, PO_5.

8. Point out the different steps of the changes which the metals K and Na undergo, when exposed freely to the air for a length of time.

9. How is oxide of copper prepared? to what particular use in chemical analysis is it applied?

10. Give the mode of separating copper, iron, baryta, and magnesia from each other, and state what are the characteristic tests for each.

11. How are the carbon and hydrogen of organic substances estimated?

SENIOR SCHOLARSHIPS IN ARTS OF THE FOURTH YEAR.—CHEMISTRY.

1. How is the chemical neutrality of a salt ascertained? Show this in the case of sulphate of potash.

2. Give the preparation, properties, and composition, by weight and by volume, of the protoxide and of the binoxide of nitrogen. How may they be separated from each other?

3. Give the reactions for the preparation of phosphuretted hydrogen gas (PH_3). Explain why it is sometimes spontaneously inflammable.

4. Explain the action of hydrochloric and of sulphuric acid on the hydrate of alumina, according to the salt radical theory.

5. Give by symbols the reactions on ferrocyanide of potassium of —1st, dilute sulphuric; and 2nd, of concentrate sulphuric acid.

6. Explain the constitution of salts on the salt radical theory, and give the arguments for and against this theory.

7. Explain the nature of homologous series, and illustrate by examples and formulæ.

8. Give the mode of preparation and the properties of aldehyde. To what series does it belong?

9. Explain the chief modes of ascertaining the amount of nitrogen in organic substances.

10. 0·285 grms. of theine give on combustion with oxide of copper 0·5125 CO_2, and 0·132 HO; 0·5828 grms. of the double salt of hydrochlorate of theine, and bichloride of platinum, give on ignition 0·143 of metallic platinum :—from these data calculate the per-centage composition of theine.

J. BLYTH, *Professor.*

SPECIAL PRIZE FOR THIRD YEAR'S ENGINEERS.—GEOLOGY AND MINERALOGY.

1. What are the proofs of the aqueous origin of stratified rocks?

2. What are the features which distinguish the Igneous from the Plutonic rocks?

3. What is the position and age of the Gneissic rocks of the N.W. of Scotland and the Isle of Lewis, and what are the equivalents of these rocks in North America?

4. What fossils serve to indicate the *Primordial zone?*

5. Describe the sequence and mineral nature of the Carboniferous rocks of Ireland.

6. Give a section showing the relation of the Cretaceous rocks of Ireland to the deposits on which they repose.

7. In what portion of Europe is the Miocene formation best represented, and what are its most characteristic fossils?

8. Describe the external characters and the composition of Labrador felspar.

9. What are the characters which distinguish calc-spar from aragonite?

10. What are the characters and composition of the three native forms of sulphuret of iron?

ROBERT HARKNESS, *Professor.*

SENIOR SCHOLARSHIP.—NATURAL PHILOSOPHY.

1. When any number of forces act on a rigid body, determine the condition that they should have a single resultant, and find its point of application, its direction, and magnitude.

2. Prove the principle of virtual velocities in the case of forces applied to a point.

3. Two weights, P and P′, are attached to a string of known length, which passes over a fixed pulley, one weight is subject to rest on an inclined plane; find the curve on which the other will be always in equilibrium.

4. A point acted on by a force which varies as the nth power of the distance moves in a straight line; determine the velocity at any point.

5. A point moves in a straight line under the action of a force which varies inversely as the cube of the distance; determine the time of moving from a given point to the centre of force.

6. Find the time of vibration in a cycloidal pendulum.

7. Determine the differential equations of motion of a particle constrained to move on a smooth surface.

8. If n be the eccentric anomaly of a planet v the true anomaly and e the eccentricity of the orbit, prove that—

$$\tan\frac{v}{2}=\sqrt{\frac{1+e}{1-e}}\tan\frac{n}{2}.$$

9. Find the sun's declination when twilight is shortest in a given latitude.

10. A pencil of light is incident on a small opaque object and is there received on a screen; explain the formation of the fringes on the screen, and show how their magnitude depends on the length of a wave, the distance of the luminous origin from the obstacle and on the distance of the screen on which they are received.

Appendix B.

Examination Papers for Scholarships.

11. How is the division of a ray of light by a doubly refracting crystal explained by the undulatory theory of light?

12. State how the following magnetic elements are usually determined viz. :—declination, inclination, and intensity.

SECOND YEAR'S MEDICAL SCHOLARSHIP.—NATURAL PHILOSOPHY.

1. Weights of three and forty-eight pounds, are placed at the extremities of a lever thirty-four inches in length; where must the fulcrum be placed to produce equilibrium?

2. Find the space described in twelve seconds by a falling body.

3. The arms of a balance being of unequal length, how would you ascertain the true weight of a body by means of it?

4. A body, under the influence of a constant force, moves through twenty-five feet in three seconds; find the magnitude of the force.

5. Explain the method by which fluids become heated.

6. Give an explanation of the fact that the deep parts of lakes never cool below about 40° Fahrenheit.

7. How is the temperature of the human body ascertained?

8. How is the magnifying power of a microscope estimated?

9. By what experiments is it proved, that the earth can induce magnetism of iron?

10. Explain the action of the ordinary electrical machine.

11. What is meant by a diamagnetic substance?

12. What are the characteristics of polarized light?

THIRD YEAR'S SCHOLARSHIP IN ARTS.—NATURAL PHILOSOPHY.

1. If there be any number of forces in the same plane, prove that the moment of their resultant with respect to any point in that plane is equal to the sum of the moments of the several forces.

2. If three turns of a screw cause it to advance through $\frac{5}{6}$ of an inch, what power applied at the extremity of an arm nine inches long will produce a pressure of 1,000 lbs. on the head of the screw?

3. With what velocity must a body be projected downwards, so as in five seconds to overtake another, which has already fallen through a distance of twenty-five feet?

4. A body is projected along a horizontal surface with a velocity of twenty feet per second, and is brought to rest in 400 yards; find the co-efficient of friction and duration of motion.

5. A body is projected with a given velocity in a given direction, find the time of flight and duration of motion.

6. Two perfectly elastic spheres meet directly with equal velocities; find the relation between their masses, so that after collision one may remain at rest.

7. Prove the following formula in case of a lens—

$$\frac{1}{D}=\frac{1}{d}+\frac{1}{f}.$$

8. How is the velocity of light ascertained?

9. What is meant by rotatory polarization?

10. Explain the retrograde and stationary appearances of an inferior planet.

11. What is meant by diurnal parallax? and show how it depends on the zenith distance of the object.

12. Describe the method by which Kepler ascertained the form of the orbit of Mars.

PRIZE EXAMINATION FOR ENGINEERING STUDENTS OF THE THIRD YEAR.—NATURAL PHILOSOPHY.

1. Two weights resting on two inclined planes having a common height, are joined by a string passing over a pulley at the common vertex of the planes; find the acceleration in one second.

2. A heavy body, weighing twelve tons, moves on the circumference of a circle whose radius is fifty yards, with a velocity of thirty feet per second; calculate the centrifugal force.

3. Prove the following equation of rectilinear motion—

$$v^2 = V^2 + 2fs.$$

4. Investigate the conditions of equilibrium of any number of forces acting in the same plane.

5. A handle, with an arm two feet long, has an endless screw attached to it, which works a wheel with sixty cogs; a chain supporting five tons is coiled on the shaft of this wheel, the shaft being six inches in diameter; what force must be applied to balance this weight?

6. Explain and prove the principle involved in the construction of Hadley's sextant.

7. Determine the focal length of a compound lens formed by the union of two simple lenses.

8. If 1,000 cubic inches of gas at pressure of thirty inches and temperature 60° Fahrenheit, weigh 300 grains, what would be the weight of a cubic foot of the same gas, when pressure is twenty inches and temperature 80° Fahrenheit?

9. How is *local time* got from observing the sun's altitude?

10. Explain the causes of the *equation of time?*

11. Explain the principle and use of the wet-bulb hygrometer.

12. How is the true dip of the magnetic needle ascertained by means of observations not in the magnetic meridian?

JOHN ENGLAND, *Professor.*

SENIOR SCHOLARSHIP IN ANATOMY AND PHYSIOLOGY.

1. Describe the hœmadynamometer invented by Poisseuille.

2. What evidence has been afforded with respect to the development of heat during muscular contraction?

3. State Professor Goodsir's views in reference to the structure of the absorbent glands.

4. By whom and at what period were the lacteals first observed? Where were these vessels supposed to terminate by the discoverer? Mention the progress of discovery with respect to the absorbent system generally.

5. Give an outline of the experiments of Spallanzani and Dr. Stephens on gastric digestion.

6. Describe the course of the blood and the provisional structures in a fully formed fœtus.

7. Describe the blood corpuscles of the frog; then describe those of man and mammals. State whether the form of the corpuscles is similar in all instances amongst mammiferous animals.

8. Describe the position and structure of the ovary.

9. Describe the origin, course, branches of communication, and distribution of the spinal accessory nerve.

10. Give an outline of the view originally propounded by Oken regarding the typical vertebra.

Appendix B.

Examination Papers for Scholarships.

SCHOLARSHIP OF THE FOURTH YEAR.—PRACTICAL ANATOMY.

1. Describe the lumbar aponeurosis, and enumerate the layers of muscles successively brought in view during the dissection of the posterior cervical, dorsal, and lumbar regions.

2. State the origin, course, relations, and branches of the ophthalmic artery.

3. Describe the anconeus muscle and the articular arteries in relation with the elbow-joint.

4. Describe the obturator foramen, ligament, fascia, and muscles.

5. Describe the occipito-atloid articulation and ligaments.

6. Describe the muscles of the thumb.

7. Describe the articulation between the carpus and metacarpal bone of the thumb.

8. Describe the origin, course, and branches of the arteria profunda femoris.

9. Trace the ureter from commencement to termination, and detail its relations.

10. Describe the origin, course, relations, and anastomoses of the deep epigastric artery.

SCHOLARSHIP OF THIRD YEAR.—PRACTICAL ANATOMY.

1. Describe the os ethmoides.

2. Describe the epicranial aponeurosis and occipito frontalis muscle.

3. Describe the circumflexus and levator palati muscles, and the Eustachian tube.

4. Describe the right and left common iliac arteries.

5. Describe Poupart's and Gimbernaut's ligaments.

6. Describe the crural or femoral ring, and mention the parts passing through the crural arch.

7. Describe the temporo-maxillary articulation.

8. Describe the motor division of the fifth pair of nerves.

9. Describe the subscapular, suprascapular, and posterior scapular arteries.

10. Describe the longus colli, rectus capitis anticus major, and minor muscles.

11. The origin, course, and branches of the posterior tibial nerve.

ANATOMY AND PHYSIOLOGY.

1. In reference to the respiratory process, state Mr. Hutchinson's mode of estimating "vital capacity."

2. State the experimental inquiries of Blondlot, with respect to the use of the bile, and then mention the experiments instituted by Schwaun.

3. Give an outline of dental development, according to the researches of Professor Goodsir.

4. Referring to the mechanism of the human skeleton, afford examples of the first, second, and third orders of levers.

5. Describe the Pacinian corpuscles.

6. How do you explain the occurrence of painful sensations in parts which have not been in the least degree injured?

7. Describe Volkman's Hœmo-dromometer, for estimating the rate of the movement of the blood in the arteries.

8. Describe the membranes of the brain.

9. Describe the intercostal muscles, vessels, and nerves.

10. Describe the fourth ventricle of the brain.

SCHOLARSHIP OF SECOND YEAR.—ANATOMY AND PHYSIOLOGY.

1. Mention the influence of posture on the arterial pulse, and refer to observations made by Dr. Guy on this subject.

2. State the views of Mulder, with respect to the substance termed Protein by him, and give your reasons in support or objection to his theory.

3. Contrast the lining membrane of a vein with that of an artery.

4. State the views of Professor Draper, with respect to the forces supposed to be generated during the passage of blood through the capillary vessels.

5. In reference to the digestive function, mention the researches of Wasman.

6. State the circumstances under which a marked pulsation in veins may be observed.

7. Describe the attachments of the diaphragm, its relations, vessels, and nerves.

8. Describe the gall bladder, cystic duct, hepatic duct, and common bile duct.

9. Describe the several parts of the large intestine.

10. Describe the left auricle of the heart.

J. H. CORBETT.

SENIOR SCHOLARSHIP.—THERAPEUTICS.

1. How are the actions of the liver and spleen influenced by medicinal agents?

2. Contrast the therapeutical application of stimulants and tonics, giving examples of each.

3. What is the difference between the action of tartar-emetic and that of sulphate of zinc, as emetics?

4. Give a general outline of the therapeutical employment of diuretics, with the indications and contra-indications of the several remedies used as such.

5. How do medicinal substances act on the nervous system?

6. What is the difference between narcotics and sedatives?

7. Enumerate the pure bitter tonics, and assign to each its relative therapeutical value.

SCHOLARSHIPS OF THIRD YEAR.—MATERIA MEDICA.

1. What is the dose of the officinal tincture of aconite? What that of Fleming's? What are the advantages of the latter? What are its indications, in what affections is it used, and how should its use be regulated?

2. Describe the properties, chemical characteristics, and action of foxglove? Give its Latin name, its preparations, indications, contra-indications, and doses.

3. To what natural family does gentian belong? What are its actions, uses, preparations, and doses?

4. How is the pulvis ferri distinguished from the magnetic oxide? How strychnia from brucia?

5. What are the tests and adulterations of sulphate of quinine?

6. Explain the re-actions which take place in the preparation of valerianic acid, and trisnitrate of bismuth.

7. What is the physiological action, what the uses of cod-liver oil?

PURCELL O'LEARY, *Professor.*

Appendix B.

Examination Papers for Scholarships.

MEDICAL SCHOLARSHIPS OF SECOND YEAR.

BOTANY.

1. What are 'tetraspores,' and in what plants do these structures occur?

2. Define the terms 'adnate,' 'innate,' 'versatile,' and 'dimidiate,' as applied to anthers.

3. What structure does the ovary of the *Papaveraceæ* present?

4. Name some families of Phœnogams remarkable for their succulent habit, and give a brief account of their geographical distribution.

5. What characters distinguish the family *Naiadeæ*?

ZOOLOGY.

1. Give examples of hoofed quadrupeds peculiar to North America, referring them to their genera and families.

2. Mention the more striking features wherein the extinct genus *Plesiosaurus* differs from the true *Crocodilia*.

3. Compare the class *Annelida*, on the one hand, with the *Arthropoda*; on the other, with the lower *Annulosa* (*Annuloida*).

4. Concisely sum up the chief anatomical characters which distinguish the snail and its allies from the Branchiate Gasteropods.

5. In what groups of the sub-kingdom *Protozoa* is true reproduction known to occur?

J. REAY GREENE.

Appendix C.

Examination Papers for Sessional Honors and Promotion.

APPENDIX C.

SELECTION OF EXAMINATION PAPERS FOR SESSIONAL HONORS AND PROMOTION.

HONOR GREEK CLASS.

Translate:—

(A). PINDAR—*Pythia*, IV., vv. 13–49.

Κέκλυτε, παῖδες ὑπερθύμων τε φωτῶν καὶ θεῶν·
φαμὶ γὰρ τᾶσδ' ἐξ ἀλιπλάκτου ποτὲ γᾶς Ἐπάφοιο κόραν
ἀστέων ῥίζαν φυτεύσεσθαι μελησίμβροτον
Διὸς ἐν Ἄμμωνος.

ἐπ. α'.

ἀντὶ δελφίνων δ' ἐλαχυπτερύγων ἵππους ἀμείψαντες θοάς,
ἁνία τ' ἀντ' ἐρετμῶν δίφρους τε νωμάσοισιν ἀελλόποδας.
κεῖνος ὄρνις ἐκτελευτάσει μεγαλᾶν πολίων
ματρόπολιν Θήραν γενέσθαι, τόν ποτε Τριτωνίδος ἐν προχοαῖς
λίμνας θεῷ ἀνέρι εἰδομένῳ γαῖαν διδόντι
ξείνια πρῴραθεν Εὔφαμος καταβὰς
δέξατ'· αἴσιον δ' ἐπί οἱ Κρονίων Ζεὺς πατὴρ ἔκλαγξε βροντάν·
ἀνίκ' ἄγκυραν ποτὶ χαλκόγεννυ

στρ. β'.

ναῒ κρημνάντων ἐπέτοσσε, θοᾶς Ἀργοῦς χαλινόν. δώδεκα δὲ πρότερον
ἀμέρας ἐξ Ὠκεανοῦ φέρομεν νώτων ὕπερ γαίας ἐρήμων
εἰνάλιον δόρυ, μήδεσιν ἀνσπάσσαντες ἀμοῖς.

τουτάκι δ' οἱοπόλος δαίμων ἐπῆλθεν, φαιδίμαν
ἀνδρὸς αἰδοίου πρόσοψιν θηκάμενος· φιλίων δ' ἐπέων
ἄρχετο, ξείνοις ἅτ' ἐλθόντεσσιν εὐεργέται
δεῖπν' ἐπαγγέλλοντι πρῶτον.
ἀλλὰ γὰρ νόστου πρόφασις γλυκεροῦ ἀντ. β'.
κώλυεν μεῖναι. φάτο δ' Εὐρύπυλος Γαιαόχου παῖς ἀφθίτου Ἐννοσίδα

ἔμμεναι· γίγνωσκε δ' ἐπειγομένους· ἂν δ' εὐθὺς ἁρπάξαις ἀρούρας
δεξιτερᾷ προτυχὸν ξένιον μάστευσε δοῦναι.
οὐδ' ἀπίθησέ ἰν, ἀλλ' ἥρως ἐπ' ἀκταῖσιν θορὼν
χειρὶ οἱ χεῖρ' ἀντερείσαις δέξατο βώλακα δαιμονίαν.
πεύφομαι δ' αὐτὰν κατακλυσθεῖσαν ἐκ δούρατος
ἐναλίου βᾶμεν σὺν ἅλμᾳ

ἐπ. β'.
ἐσπέρας, ὑγρῷ πελάγει σπομέναν. ἦ μάν νιν ὥτρυνον θαμὰ
λυσιπόνοις θεραπόντεσσιν φυλάξαι· τῶν δ' ἐλάθοντο φρένες·
καὶ νυν ἐν τᾷδ' ἄφθιτον νάσῳ κέχυται Λιβύας
εὐρυχόρου σπέρμα πρὶν ὥρας. εἰ γὰρ οἵκοι νιν βάλε πὰρ χθόνιον
Ἄιδα στόμα, Ταίναρον εἰς ἱερὰν Εὔφαμος ἐλθών,
υἱὸς ἱππάρχου Ποσειδάωνος ἄναξ,
τόν ποτ' Εὐρώπα Τιτυοῦ θυγάτηρ τίκτε Καφισοῦ παρ' ὄχθαις·
τετράτων παίδων κ' ἐπιγεινομένων στρ. γ'.
αἱμά οἱ κείναν λάβε σὺν Δαναοῖς εὐρεῖαν ἄπειρον. τότε γὰρ μεγάλας
ἐξανίσταντ' Λακεδαίμονος Ἀργείου τε κόλπου καὶ Μυκηνᾶν.

1. Explain the expressions Ἐπάφοιο κόραν and ἀστέων ῥίζαν.
2. νωμάσοισιν, v. 18. How many forms of the third person plural of the present and future active does Pindar employ? and by what circumstance does he seem to be influenced in the preference which he gives to one or another?
3. What is the story of the Argonauts, according to Pindar?
4. Distinguish between προχοή and προχόη.
5. What is the government of θεῷ in v. 21?
6. Decline ἰν, v. 36.
7. What unusual construction is there in vv. 40, 41?
8. Comment on the expression πρὶν ὥρας, v. 43.
9. Who are meant by the Δάναοι, v. 48.
10. Who were the Μινύαι?
11. Give the Pindaric forms of the following words:—σοί, αὐδησασα, ἁρμόζουσα, φασί, ἱκόμην, ἡμεῖς, ἀνέβησε, ἔπνεον, ἐπέτυχε, τότε.

(B). Plato—*Protagoras*, Chap. xvi.

διὰ τί οὖν τῶν ἀγαθῶν πατέρων πολλοὶ υἱεῖς φαῦλοι γίγνονται; τοῦτο αὖ μάθε· οὐδὲν γὰρ θαυμαστόν, εἴπερ ἀληθῆ ἐλὼ ἐν τοῖς ἔμπροσθεν ἔλεγον, ὅτι τούτου τοῦ πράγματος, τῆς, ἀρετῆς, εἰ μέλλει πόλις εἶναι, οὐδένα δεῖ ἰδιωτεύειν. εἰ γὰρ δὴ ὃ λέγω οὕτως ἔχει—ἔχει δὲ μάλιστα πάντων οὕτως—ἐνθυμήθητι ἄλλο τῶν ἐπιτηδευμάτων ὁτιοῦν καὶ μαθημάτων προελόμενος. εἰ μὴ οἷόν τ' ἦν πόλιν εἶναι, εἰ μὴ πάντες αὐληταὶ ἦμεν, ὁποῖός τις ἐδύνατο ἕκαστος, καὶ τοῦτο καὶ ἰδίᾳ καὶ δημοσίᾳ πᾶς πάντα καὶ ἐδίδασκε καὶ ἐπέπληττε τὸν μὴ καλῶς αὐλοῦντα, καὶ μὴ ἐφθόνει τούτου, ὥσπερ νῦν τῶν δικαίων καὶ

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τῶν νομίμων οὐδεὶς φθονεῖ οὐδ' ἀποκρύπτεται ὥσπερ τῶν ἄλλων τεχνημάτων· λυσιτελεῖ γάρ, οἶμαι, ἡμῖν ἡ ἀλλήλων δικαιοσύνη καὶ ἀρετή· διὰ ταῦτα ὡς παντὶ προθύμως λέγει καὶ διδάσκει καὶ τὰ δίκαια καὶ τὰ νόμιμα. εἰ οὖν οὕτω καὶ ἐν αὐλήσει πᾶσαν προθυμίαν καὶ ἀφθονίαν εἴχομεν ἀλλήλους διδάσκειν, οἴει ἄν τι, ἔφη, μᾶλλον, ὦ Σώκρατες, τῶν ἀγαθῶν αὐλητῶν ἀγαθοὺς αὐλητὰς τοὺς υἱεῖς γίγνεσθαι ἢ τῶν φαύλων; οἶμαι μὲν οὔ, ἀλλὰ ὅτου ἔτυχεν ὁ υἱὸς εὐφυέστατος γενόμενος εἰς αὔλησιν, οὗτος ἂν ἐλλόγιμος ηὐξήθη, ὅτου δὲ ἀφυής, ἀκλεής· καὶ πολλάκις μὲν ἀγαθοῦ αὐλητοῦ φαῦλος ἂν ἀπέβη, πολλάκις δ' ἂν φαύλου ἀγαθός· ἀλλ' οὖν αὐληταὶ γοῦν πάντες ἦσαν ἱκανοὶ ὡς πρὸς τοὺς ἰδιώτας καὶ μηδὲν αὐλήσεως ἐπαΐοντας. οὕτως οἷον καὶ νῦν, ὅστις σοι ἀδικώτατος φαίνεται ἄνθρωπος τῶν ἐν νόμοις καὶ ἀνθρώποις τεθραμμένων, δίκαιον αὐτὸν εἶναι καὶ δημιουργὸν τούτου τοῦ πράγματος, εἰ δέοι αὐτὸν κρίνεσθαι πρὸς ἀνθρώπους, οἷς μήτε παιδεία ἐστὶ μήτε δικαστήρια μήτε νόμοι μηδὲ ἀνάγκη μηδεμία διὰ παντὸς ἀναγκάζουσα ἀρετῆς ἐπιμελεῖσθαι, ἀλλ' εἶεν ἄγριοί τινες, οἷοί περ οὓς πέρυσι Φερεκράτης ὁ ποιητὴς ἐδίδαξεν ἐπὶ Ληναίῳ. ἦ σφόδρα ἐν τοῖς τοιούτοις ἀνθρώποις γενόμενος, ὥσπερ οἱ ἐν ἐκείνῳ τῷ χορῷ μισάνθρωποι, ἀγαπήσαις ἄν, εἰ ἐντύχοις Εὐρυβάτῳ καὶ Φρυνώνδᾳ, καὶ ἀνολοφύραι' ἂν ποθῶν τὴν τῶν ἐνθάδε ἀνθρώπων πονηρίαν.

1. By what word does Plato express the opposite of *ἰδιώτης*?
2. *οἷς μήτε παιδεία ἐστὶ*. How may the indicative mood be defended here? and why is *εἶεν* used subsequently?
3. Supply any ellipses you notice in the extract.
4. Who was Pherecrates? Quote any example you may remember of the Pherecratic metre.
5. What is the nature of the allusion here? What reading has it been proposed to substitute for *μισάνθρωποι*, and why?
6. Who were Eurybatus and Phrynondas?
7. Distinguish between—1, *Ληναιών*; 2, *Λήναιον*; 3, *Λήναια*; 4, *ληναῖον*.
8. Give some account of the principal interlocutors in the Protagoras; and state, generally, the nature of the discussion it contains.

GREEK HONOR CLASS.

Translate into Greek:—

Socr.—Do I understand, then, what kind of art you wish to call it? However, I shall soon know more clearly. But answer me. We have arts, have we not?

Gorg.—Yes.

Socr.—Taking all the arts, some, I think, consist principally in workmanship, and stand in need of but few words, and some of none at all, but their work might be accomplished even in silence, as painting, statuary, and many others. It is of such arts you seem to me to speak, when you say that rhetoric has nothing to do with them. Is it not so?

Gorg.—You apprehend my meaning perfectly, Socrates.

Socr.—There are other arts, on the other hand, which accomplish all by means of words, and, so to speak, require no work at all, or very little, such as arithmetic, both theoretical and practical, geometry, and many others; some of which require almost as many words as actions,

and many of them more; so that their efficient exercise depends entirely on words. You appear to me to say that rhetoric is one of this latter class.

Gorg.—You say truly.

Translate into Greek verse:—

Winds all were hush'd, a sudden calm succeeds,
And oar-blades thro' the sluggish waters toil.
Here a vast grove, Æneas from the main
Descries, where Tiber makes his pleasant way,
With eddies swift and yellow sandy flood
On rushing to the sea. Above, around,
Birds many-colour'd haunt the bank and stream,
Flit in the grove, and charm the air with song.

SENIOR GREEK CLASS.

Translate:—

(A). SOPHOCLES—*Œdipus Colon.*, vv. 1394–1433.

ΠΟΛΥΝΕΙΚΗΣ. *οἴμοι κελεύθου, τῆς τ' ἐμῆς δυσπραξίας,*
οἴμοι δ' ἑταίρων· οἷον ἄρ' ὁδοῦ τέλος
Ἄργους ἀφωρμήθημεν, ὦ τάλας ἐγώ·
τοιοῦτον, οἷον οὐδὲ φωνῆσαί τινι
ἔξεσθ' ἑταίρων, οὐδ' ἀποστρέψαι πάλιν,
ἀλλ' ὄντ' ἄναυδον τῇδε συγκύρσαι τύχῃ.
ὦ τοῦδ' ὄμαιμοι παῖδες, ἀλλ' ὑμεῖς, ἐπεὶ
τὰ σκληρὰ πατρὸς κλύετε τοῦδ' ἀρωμένου,
μήτοι με πρὸς θεῶν σφώ γ', ἐὰν αἱ τοῦδ' ἀραὶ
πατρὸς τελῶνται, καί τις ὑμὶν ἐς δόμους
νόστος γένηται, μή μ' ἀτιμάσητέ γε,
ἀλλ' ἐν τάφοισι θέσθε κἀν κτερίσμασι.
καὶ σφῷν ὁ νῦν ἔπαινος, ὃν κομίζετον
τοῦδ' ἀνδρός οἷς πονεῖτον, οὐκ ἐλάσσονα
ἔτ' ἄλλον οἴσει τῆς ἐμῆς ὑπουργίας.

ΑΝΤΙΓΟΝΗ. *Πολύνεικες, ἱκετεύω σε πεισθῆναί τί μοι.*

ΠΟΛΥΝΕΙΚΗΣ. *ὦ φιλτάτη, τὸ ποῖον, Ἀντιγόνη; λέγε.*

ΑΝΤΙΓΟΝΗ. *στρέψαι στράτευμ' ἐς Ἄργος ὡς τάχιστά γε,*
καὶ μὴ σέ γ' αὐτὸν καὶ πόλιν διεργάσῃ.

ΠΟΛΥΝΕΙΚΗΣ. *ἀλλ' οὐχ οἷόν τε. πῶς γὰρ αὖθις αὖ πάλιν*
στράτευμ' ἄγοιμι ταὐτόν, εἰσάπαξ τρέσας;

ΑΝΤΙΓΟΝΗ. *τί δ' αὖθις, ὦ παῖ, δεῖ σε θυμοῦσθαι; τί σοι*
πάτραν κατασκάψαντι κέρδος ἔρχεται;

ΠΟΛΥΝΕΙΚΗΣ. *αἰσχρὸν τὸ φεύγειν, καὶ τὸ πρεσβούοντ' ἐμὲ*
οὕτω γελᾶσθαι τοῦ κασιγνήτου πάρα.

ΑΝΤΙΓΟΝΗ. *ὁρᾷς τὰ τοῦδ' οὖν ὡς ἐς ὀρθὸν ἐκφέρει*
μαντεύμαθ', ὃς σφῷν θάνατον ἐξ ἀμφοῖν θροεῖ;

ΠΟΛΥΝΕΙΚΗΣ. *χρῇζει γάρ· ἡμὶν δ' οὐχὶ συγχωρητέα.*

ΑΝΤΙΓΟΝΗ. *οἴμοι τάλαινα· τίς δὲ τολμήσει κλύων*
τὰ τοῦδ' ἔπεσθαι τἀνδρὸς οἳ' ἐθέσπισεν;

ΠΟΛΥΝΕΙΚΗΣ. *οὐδ' ἀγγελοῦμεν φλαῦρ'· ἐπεὶ στρατηλάτου*
χρηστοῦ τὰ κρείσσω, μηδὲ τάνδεᾶ λέγειν.

ΑΝΤΙΓΟΝΗ. *οὕτως ἄρ', ὦ παῖ, ταῦτά σοι δεδογμένα;*

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ΠΟΛΥΝΕΙΚΗΣ. *καὶ μή μ' ἐπίσχῃς γ'· ἀλλ' ἐμοὶ μὲν ἥδ' ὁδὸς*
ἔσται μέλουσα δύσποτμός τε καὶ κακὴ
πρὸς τοῦδε πατρός, τῶν τε τοῦδ' Ἐριννύων.
σφῷν δ' εὖ διδοίη Ζεύς, τάδ' εἰ τελεῖτέ μοι 1430
θανόντ'· ἐπεὶ οὔ μοι ξῶντί γ' αὖθις ἔξετον.
μέθεσθε δ' ἤδη, χαίοετόν τ'· οὐ γάρ μ' ἔτι
βλέποντ' ἐσόψεσθ' αὖθις.

1. Write critical notes on the above; explaining the construction, and supplying ellipses where necessary.

2. Upon what grounds did Hermann suggest that a verse has been lost after 1430?

3. Quote from Æschylus and Shakespeare passages containing the same idea as v. 1421.

(B). Æschylus—*Prometheus Vinctus*, vv. 444–479.

μή τοι χλιδῇ δοκεῖτε μηδ' αὐθαδίᾳ
σιγᾷν με· συννοίᾳ δὲ δάπτομαι κέαρ, 445
ὁρῶν ἐμαυτὸν ὧδε προυσελούμενον.
καίτοι θεοῖσι τοῖς νέοις τούτοις γέρα
τίς ἄλλος ἢ 'γὼ παντελῶς διώρισεν;
ἀλλ' αὐτὰ σιγῶ· καὶ γὰρ εἰδυίαισιν ἂν
ὑμῖν λέγοιμι· τὰν βροτοῖς δὲ πήματα 450
ἀκούσαθ', ὡς σφᾶς νηπίους ὄντας τὸ πρὶν
ἔννους ἔθηκα καὶ φρενῶν ἐπηβόλους.
λέξω δέ, μέμψιν οὔτιν' ἀνθρώποις ἔχων,
ἀλλ' ὧν δέδωκ' εὔνοιαν ἐξηγούμενος·
οἳ πρῶτα μὲν βλέποντες ἔβλεπον μάτην, 455
κλύοντες οὐκ ἤκουον, ἀλλ' ὀνειράτων
ἀλίγκιοι μορφαῖσι τὸν μακρὸν χρόνον
ἔφυρον εἰκῇ πάντα, κοὔτε πλινθυφεῖς
δόμους προσείλους ἦσαν, οὐ ξυλουργίαν·
κατώρυχες δ' ἔναιον ὥστ' ἀήσυροι 460
μύρμηκες ἄντρων ἐν μυχοῖς ἀνηλίοις.
ἦν δ' οὐδὲν αὐτοῖς οὔτε χείματος τέκμαρ
οὔτ' ἀνθεμώδους ἦρος οὔτε καρπίμου
θέρους βέβαιον, ἀλλ' ἄτερ γνώμης τὸ πᾶν
ἔπρασσον, ἕς τε δὴ σφιν ἀντολὰς ἐγὼ 465
ἄστρων ἔδειξα τάς τε δυσκρίτους δύσεις.
καὶ μὴν ἀριθμὸν ἔξοχον σοφισμάτων
ἐξηῦρον αὐτοῖς, γραμμάτων τε συνθέσεις,
μνήμην θ' ἁπάντων μουσομήτορ' ἐργάτιν.
κἄζευξα πρῶτος ἐν ζυγοῖσι κνώδαλα 470
ζεύγλαισι δουλεύοντα· σώμασίν θ' ὅπως
θνητοῖς μεγίστων διάδοχοι μοχθημάτων
γένοιντ', ὑφ' ἅρματ' ἤγαγον φιληνίους
ἵππους, ἄγαλμα τῆς ὑπερπλούτου χλιδῆς.
θαλασσόπλαγκτα δ' οὔτις ἄλλος ἀντ' ἐμοῦ 475
λινόπτερ' ἦρε ναυτίλων ὀχήματα.
τοιαῦτα μηχανήματ' ἐξευρὼν τάλας
βροτοῖσιν, αὐτὸς οὐκ ἔχω σόφισμ' ὅτῳ
τῆς νῦν παρούσης πημονῆς ἀπαλλαγῶ.

1. What derivation does Buttman assign to *προσελεῖν*; and how does he connect the forms *προυσελεῖν* and *προυγελεῖν*?

2. Derive *πρόσειλος, πλινθυφής, ἀήσυρος, ἄγαλμα.*

3. *ἦσαν.* Give the Attic forms of this tense.

4. Distinguish between *ἀριθμητική* and *λογιστική*.

5. *γένοινθ'*. The reading of all the MSS. is *γένωνθ'*. Upon what grounds is the change necessary?

6. Quote passages from other poets parallel to the following:—

a. ὀχλεῖς μάτην με κῦμ' ὅπως προσηγορῶν, v. 1001.

b. ὃς δὴ κεραύνου κρείσσον' εὑρήσει φλόγα,
βροντῆς θ' ὑπερβάλλοντα καρτερὸν κτύπον· vv. 922–3.

7. *χρίμπτουσα ῥαχίαισιν ἐκπερᾶν χθόνα.* v. 713.
διαρταμήσει σώματος μέγα ῥάκος, v. 1023.

Quote Dawes' canon as to the quantity of a final syllable, naturally short, before an initial ρ; and state what limitation the rule requires.

8. Show that Æschylus departed from the common tradition as to the scene of the sufferings of Prometheus.

(C). Herodotus, Book I., c. 36.

ἐν δὲ τῷ αὐτῷ χρόνῳ τούτῳ, ἐν τῷ Μυσίῳ Ὀλύμπῳ ὑὸς χρῆμα γίνεται μέγα· ὀρμεόμενος δὲ οὗτος ἐκ τοῦ οὔρεος τούτου τὰ τῶν Μυσῶν ἔργα διαφθείρεσκε, πολλάκι δὲ οἱ Μυσοὶ ἐπ' αὐτὸν ἐξελθόντες ποιέεσκον μὲν οὐδὲν κακὸν, ἔπασχον δὲ πρὸς αὐτοῦ. τέλος δὲ ἀπικόμενοι παρὰ τὸν Κροῖσον τῶν Μυσῶν ἄγγελοι ἔλεγον τάδε· ὦ βασιλεῦ, ὑὸς χρῆμα μέγιστον ἀνεφάνη ἡμῖν ἐν τῇ χώρῃ, ὃς τὰ ἔργα διαφθείρει. τοῦτον προθυμεόμενοι ἑλεῖν, οὐ δυνάμεθα. νῦν ὦν προσδεόμεθά σευ, τὸν παῖδα καὶ λογάδας νεηνίας καὶ κύνας συμπέμψαι ἡμῖν, ὡς ἄν μιν ἐξέλωμεν ἐκ τῆς χώρης.

1. Point out any peculiarities of grammar or construction in this extract.

2. Describe the course of the river Halys, and the positions of the following places in Asia Minor:—Sardis, Ephesus, Colophon, Halicarnassus, Miletus, and Clazomenæ.

Senior Greek Class.

Translate into Greek:—

1. The king of the Persians would have gladly taken the Athenians also into alliance, on account of the dangers that were surrounding him.

2. It would be a great task for the legislator to write down all the words that have the same meaning.

3. They think that the Athenians will not venture to fight a battle by sea.

4. If you assist us in doing this (*i.e.* if you do these things along with us), we will immediately send with you many hoplites and many horse-soldiers.

5. If the troops who were supping in the camp had not come to their assistance, they would have been in danger of being all destroyed.

6. The Hellenes not only routed the enemy, but they also ravaged their territory.

7. If you think that a house, or any other of your possessions, is worth money, so far from giving it for nothing, you would not even give it without receiving its full value.

Appendix C.

Examination Papers for Sessional Honors and Promotion.

JUNIOR GREEK CLASS.

Translate:—

(A.)

XENOPHON—*Anabasis*, Book III., c. iv., 36, 37.

ἐπεὶ δὲ ἐγίγνωσκον αὐτοὺς οἱ Ἕλληνες βουλομένους ἀπιέναι καὶ διαγγελλομένους, ἐκήρυξε τοῖς Ἕλλησι συσκευάζεσθαι, ἀκουόντων τῶν πολεμίων. καὶ χρόνον μέν τινα ἐπέσχον τῆς πορείας οἱ βάρβαροι, ἐπειδὴ δὲ ὀψὲ ἐγίγνετο, ἀπῆεσαν· οὐ γὰρ ἐδόκει λύειν αὐτοῖς νυκτὸς πορεύεσθαι καὶ κατάγεσθαι ἐπὶ τὸ στρατόπεδον. ἐπειδὴ δὲ σαφῶς ἀπιόντας ἤδη ἑώρων οἱ Ἕλληνες, ἐπορεύοντο καὶ αὐτοὶ ἀναζεύξαντες καὶ διῆλθον ὅσον ἑξήκοντα σταδίους. καὶ γίγνεται τοσοῦτον μεταξὺ τῶν στρατευμάτων ὥστε τῇ ὑστεραίᾳ οὐκ εφάνησαν οἱ πολέμιοι, οὐδὲ τῇ τρίτῃ, τῇ δὲ τετάρτῃ, νυκτὸς προελθόντες καταλαμβάνουσι χωρίον ὑπερδέξιον οἱ βάρβαροι, ᾗ ἔμελλον οἱ Ἕλληνες παριέναι, ἀκρωνυχίαν ὄρους, ὑφ' ἣν ἡ κατάβασις ἦν εἰς τὸ πεδίον. ἐπειδὴ δὲ ἑωρα Χειρίσοφος προκατειλημμένην τὴν ἀκρωνυχίαν, καλεῖ Ξενοφῶντα ἀπὸ τῆς οὐρᾶς· καὶ κελεύει λαβόντα τοὺς πελταστὰς παραγενέσθαι εἰς τὸ πρόσθεν. ὁ δὲ Ξενοφῶν τοὺς μὲν πελταστὰς οὐκ ἦγεν· ἐπιφαινόμενον γὰρ ἑώρα Τισσαφέρνην καὶ τὸ στράτευμα πᾶν· αὐτὸς δὲ προσελάσας ἠρώτα Τί καλεῖς; ὁ δὲ λέγει αὐτῷ, Ἔξεστιν ὁρᾶν· προκατείληπται γὰρ ἡμῖν ὁ ὑπὲρ τῆς καταβάσεως λόφος, καὶ οὐκ ἔστι παρελθεῖν, εἰ μὴ τούτους ἀποκόψομεν· ἀλλὰ τί οὐκ ἦγες τοὺς πελταστάς; ὁ δὲ λέγει ὅτι οὐκ ἐδόκει αὐτῷ ἔρημα καταλιπεῖν τὰ ὄπισθεν τῶν πολεμίων ἐπιφαινομένων. ἀλλὰ μὴν ὥρα γ', ἔφη, βουλεύεσθαι πῶς τις τοὺς ἄνδρας ἀπελᾷ ἀπὸ τοῦ λόφου.

1. Why are the participles *βουλομένους* and *διαγγελλομένους* used; and why is the latter in the present tense?
2. In the second sentence, why is *χρόνον* in the accusative, and *πορειάς* in the genitive; and why is the aorist *ἔπεσχον* employed?
3. Why is *νυκτός* in the genitive, in *νυκτὸς πορεύεσθαι*?
4. Why is *σταδίους* in the accusative; and why are *τῇ ὑστεραίᾳ* and *τῇ τρίτῃ* in the dative?
5. What is the construction of *ᾗ* in *ᾗ ἔμελλον παριέναι*?
6. Explain the construction *εἰς τὸ πρόσθεν* and of *τὰ ὄπισθεν*.
7. Parse the following:—*ἀπῆεσαν, ἑώρων, ἀναζεύξαντες, ἐφάνησαν, προκατειλημμένην, προσέλασας, ἀπελᾷ*.
8. Derive *συσκευάζω, ἀκρωνυχία, πελταστής*.

(B.)

Translate into Greek:—

1. A dog was pursuing a woman, and she fled for refuge into a temple.
2. The boy told me that these things were so.
3. If you speak the truth you will confer the greatest obligation on me.
4. If the man had spoken the truth, he would not have been found guilty of murder.
5. I asked whether the boy was nearly related to this man.
6. We must set about the task of cultivating virtue, and not be slow to obey our parents.

(C.)

Trace that part of the route of the Greeks, which is described in the third book of the Anabasis.

JOHN RYALL, *Professor.*

THIRD YEAR'S LATIN CLASS.

Translate :—

CICERO—*In Verrem*, Actio Secunda, iv., 56.

Nimium forsitan haec illi mirentur atque efferant. Esto: verum tamen honestius est rei publicae nostrae, iudices, ea, quae illis pulcra esse videantur, imperatorem nostrum in bello reliquisse quam praetorem in pace abstulisse. Ex ebore diligentissime perfecta argumenta erant in valvis: ea detrahenda curavit omnia. Gorgonis os pulcherrimum, cinctum anguibus, revellit atque abstulit: et tamen indicavit se non solum artificio, sed etiam pretio quaestuque duci. Nam bullas aureas omnes ex iis valvis, quae erant multae et graves, non dubitavit auferre: quarum iste non opere delectabatur, sed pondere. Itaque eius modi valvas reliquit, ut, quae olim ad ornandum templum erant maxime, nunc tantum ad cludendum factae esse videantur. Etiamne gramineas hastas?—vidi enim vos in hoc nomine, quum testis diceret, commoveri: quod erat eius modi, ut semel vidisse satis esset: in quibus neque manu factum quidquam neque pulcritudo erat ulla, sed tantum magnitudo incredibilis, de qua vel audire satis esset, nimium videre plus quam semel: etiamne id concupisti?

Translate:—

LUCRETIUS, I., 42.

Nam neque nos agere hoc patriai tempore iniquo
Possumus aequo animo nec Memmi clara propago
Talibus in rebus communi desse saluti.
Quod super est, vacuas auris animumque sagacem
Semotum a curis adhibe veram ad rationem;
Ne mea dona tibi studio disposta fideli,
Intellecta prius quam sint, contempta relinquas.
Nam tibi de summa caeli ratione deumque
Disserere incipiam, et rerum primordia pandam,
Unde omnis natura creet res, auctet, alatque,
Quove eadem rursum natura perempta resolvat;
Quae nos materiem et genitalia corpora rebus
Reddunda in ratione vocare, et semina rerum
Appellare suëmus, et haec eadem usurpare
Corpora prima, quod ex illis sunt omnia primis.

1. Draw a map of Syracuse. Sketch the history of that city, and add references to the ancient authorities for the subject.

2. Give some account of Sappho, and notice the imitations of her poems by Horace and Catullus.

3. Describe the masterpieces of Myron and Protogenes.

4. Briefly characterize the style of Lucretius, and quote some lines in illustration of your remarks.

5. Mention some archaisms which occur in Lucretius.

Translate into Latin :—

A man, who in ordinary life is very inquisitive after everything which is spoken ill of him, passes his time but very indifferently. He is wounded by every arrow that is shot at him, and puts it in the power of every insignificant enemy to disquiet him. Nay, he will suffer from what has been said of him, when it is forgotten by those who said or heard it. For this reason I could never bear one of those officious

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friends that would be telling every malicious report, every idle censure that passed upon me. The tongue of man is so petulant, and his thoughts so variable, that one should not lay too great a stress upon any present speeches and opinions.

Translate into Latin Elegiacs:—

From the full choir, when loud hosannahs rise
And swell the pomp of dreadful sacrifice,
Amid that scene if some relenting eye
Glance on the stone where our cold relics lie,
Devotion's self shall steal a thought from heaven,
One human tear shall drop, and be forgiven.
And sure if fate some future bard shall join
In sad similitude of griefs to mine,
Condemn'd whole years in absence to deplore,
And image charms he must behold no more;
Such if there be, who loves so long, so well,
Let him our sad, our tender story tell!
The well-sung woes will soothe my pensive ghost;
He best can paint them who shall feel them most.

SENIOR LATIN CLASS.

Translate:—

JUVENAL, XIV., 189.

Haec illi veteres praecepta minoribus: at nunc
Post finem autumni media de nocte supinum
Clamosus iuvenem pater excitat: Accipe ceras,
Scribe, puer, vigila, causas age, perlege rubras
Maiorum leges aut vitem posce libello.
Sed caput intactum buxo naresque pilosas
Annotet et grandes miretur Laelius alas.
Dirue Maurorum attegias, castella Brigantum,
Ut locupletem aquilam tibi sexagesimus annus
Afferat; aut, longos castrorum ferre labores
Si piget et trepido solvunt tibi cornua ventrem
Cum lituis audita, pares, quod vendere possis
Pluris dimidio, nec te fastidia mercis
Ullius subeant ablegandae Tiberim ultra,
Neu credas ponendum aliquid discriminis inter
Unguenta et corium. Lucri bonus est odor ex re
Qualibet. Illa tuo sententia semper in ore
Versetur, dis atque ipso Iove digna, poetae:
Unde habeas, quaerit nemo, sed oportet habere
Hoc monstrant vetulae pueris repentibus assae,
Hoc discunt omnes ante alpha et beta puellae.

1. When did Juvenal flourish?
2. Discuss some of the various readings in the 14th Satire.
3. Draw a map of ancient Egypt, and mark in it the places mentioned by Juvenal.
4. Explain fully the words *maniplus, suffiamen, cothurnus, aretalogus, tibicen.*

5. *Dimidio magicæ resonant ubi Memnone chordæ.* Quote or refer to some parallel passages from ancient authors. *Appendix C.*

Translate into Latin verse :—

Nothing is here for tears, nothing to wail
Or knock the breast; no weakness, no contempt,
Dispraise or blame; nothing but well and fair,
And what may quiet us in a death so noble.
Let us go find the body, where it lies
Soak'd in his enemies' blood; and from the stream
With lavers pure and cleansing herbs wash off
The clotted gore. I with what speed the while
(Gaza is not in plight to say us nay)
Will send for all my kindred, all my friends,
To fetch him hence and solemnly attend
With silent obsequy and funeral train
Home to his father's house.

SENIOR LATIN CLASS.

Translate :—

CICERO—*Tusculan Disputations*, III., 18.

Atque haec quidem his verbis, quivis ut intelligat quam voluptatem norit Epicurus. Deinde paullo infra : "Saepe quaesivi" inquit "ex iis, qui appellabantur sapientes, quid haberent quod in bonis relinquerent, si illa detraxissent, nisi si vellent voces inanes fundere: nihil ab iis potui cognoscere: qui si virtutes ebullire nolent et sapientias, nihil aliud dicent nisi eam viam, qua efficiantur eae voluptates, quas supra dixi." Quae sequuntur in eadem sententia sunt, totusque liber, qui est de summo bono, refertus et verbis et sententiis talibus. Ad hancine igitur vitam Telamonem illum revocabis, ut leves aegritudinem, et si quem tuorum adflictum maerore videris, huic acipenserem potius quam aliquem Socraticum libellum dabis? hydrauli hortabere ut audiat voces potius quam Platonis? expones quae spectet florida et varia? fasciculum ad nares admovebis? incendes odores? sertis redimiri iubebis et rosa? Si vero aliquid etiam . . . . . , tum plane luctum omnem absterseris? Haec Epicuro confitenda sunt aut ea, quae modo expressa ad verbum dixi, tollenda de libro vel totus liber potius abiiciundus: est enim confertus voluptatibus.

1. Enumerate the works of Ennius.
2. Describe Cicero's Tusculan villa.
3. Give some account of the schools of philosophy which preceded Socrates.
4. Explain the allusions in the words "Quo genere Athamantem," "Alcmæonem," "Ajacem," "Orestem furere dicimus."
5. Quote from this book examples of the following metres:—Cretic, Anapæstic, Trochaic Septenarius, and Iambic Senarius. In each verse divide the feet, and mark the accents.

Translate into Latin :—

What? is not nearly the whole heaven filled with the human race? But whether these numbers are poetical, or of some other kind, must

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be seen next. When Socrates was asked, whether he did not think Archelaus, the son of Perdiccas, happy; "I don't know," said he, "for I have never conversed with him." What? did not the famous Cato of Utica die by his own hands? What? with what feelings do we think that Lucilius of Ariminum saw his mistake? I wish to remark here what a calamity over-confidence usually is.

The industry of the people was discouraged and exhausted by a long series of oppression. The discipline of the legions, which alone, after the extinction of every other virtue, had propped the greatness of the State, was corrupted by the ambition, or relaxed by the weakness of the emperors. The strength of the frontiers, which had always consisted in arms rather than in fortifications, was insensibly undermined; and the fairest provinces were left exposed to the rapaciousness or ambition of the barbarians, who soon discovered the decline of Rome.

JUNIOR LATIN CLASS.

Translate :—

HORACE—*Odes*, III., 13.

O fons Bandusiae, splendidior vitro,
Dulci digne mero non sine floribus,
Cras donaberis haedo,
Cui frons turgida cornibus

Primis et venerem et proelia destinat:
Frustra: nam gelidos inficiet tibi
Rubro sanguine rivos
Lascivi suboles gregis.

Te flagrantis atrox hora Caniculae
Nescit tangere, tu frigus amabile
Fessis vomere tauris
Præbes et pecori vago.

Fies nobilium tu quoque fontium,
Me dicente cavis impositam ilicem
Saxis, unde loquaces
Lymphae desiliunt tuae.

Translate:—

LIVY, IV., 49.

Duo bella insequens annus habuisset, quo P. Cornelius Cossus C. Valerius Potitus Q. Quinctius Cincinnatus Marcus Fabius Vibulanus tribuni militum consulari potestate fuerunt, ni Veiens bellum religio principum distulisset, quorum agros Tiberis super ripas effusus maxime ruinis villarum vastavit. Simul Aequos triennio ante accepta clades prohibuit Bolanis, suae gentis populo, praesidium ferre. Excursiones inde in confinem agrum Labicanum factae erant novisque colonis bellum illatum. Quam noxam cum se consensu omnium Aequorum defensuros sperassent, deserti ab suis ne memorabili quidem bello per obsidionem levemque unam pugnam et oppidum et fines amisere.

1. Mention some instances in which ancient coins illustrate the Odes of Horace.

2. What are the perfects and supines of *pango, claudo, rideo, surgo,* and *cerno?*

3. Describe the situation of Lavici, Luceria, and Algidus.

4. Derive the words *supercilium, intaminatus, phaselus, Favonius,* and *fruticetum.*

5. Name the Roman historians who lived before the Augustan age.

Translate into Latin :—

Meditate upon this daily, that you may leave life with an even mind.

He told many falsehoods about his age, that he might appear younger (than he is).

Do not learn many things, but useful things.

He spoke much, that he might be thought wise.

Agricultural affairs are of such a kind that the winds and seasons govern them.

I know that my father does not learn many things, but much.

Translate into Latin Elegiacs :—

But sometimes the Deity is wont to become placable;
The cloud being driven off, the day is wont to be fair.
I have seen the elm loaded with vines covered-with-tendrils
Which had been struck by the bolt of severe Jove.
Nor doubting do I pray: but often, even in going down the stream,
The course of the water flowing is increased by oars.

B. Lewis, *Professor.*

English Language.

1. What evidence have we that Britain was once occupied by a Celtic population?

2. During what period did the Romans hold dominion in Britain? What remnants of the Latin language have been handed down from this period?

3. Describe briefly the Anglo-Saxon invasion of Britain. What inference may be drawn from the fact that the invaders called the country *Engla-land,* and their language *Englisc?*

4. In what parts of England did the Danes chiefly settle?

5. What language was introduced by the Normans? In respect to language, what effects were produced by the Norman Conquest? What says Robert of Gloucester on this subject?

6. Distinguish between the *Langue d'oc* and the *Langue d'oyl.*

7. Give some account of Layamon's Chronicle and the Ormulum.

8. What are the statements of Robert Holcot and Ralph Higden, as to the practice of teaching French in English schools?

9. By what Act of Parliament was it ordered that trials at law should be conducted in English and not in French?

10. Explain the following passages :—

(*a*) Would the nobility lay aside their ruth,
And let me use my sword, I'd make a quarry
With thousands of these quartered slaves, as high
As I could pick my lance.

(*b*) You shall not be
The grave of your deserving.

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(*c*) Send us to Rome
The best, with whom we may articulate
For their own good, and ours.

(*d*) If you see this in the map of my microcosm, follows it that I am known well enough, too? What harm can your bisson conspectuities glean out of this character, if I be known well enough, too?

(*e*) You wear out a good wholesome forenoon in hearing a cause between an orange-wife and a fosset-seller.

(*f*) Seld-shown flamens
Do press among the popular throngs, and puff
To win a vulgar station.

(*g*) You have stood your limitation; and the tribunes
Endue you with the people's voice; remains,
That, in the official marks invested, you
Anon do meet the Senate.

(*h*) For they do prank them in authority,
Against all noble sufferance.

(*i*) Shall remain!
Hear you this Triton of the minnows? mark you
His absolute "shall?"

(*k*) This is clean kam.

11. In the following extract, make grammatical and historical notes upon the words and phrases in italics:—

I shall lack voice; the deeds of Coriolanus
Should not be uttered feebly.—It is held
That *valour* is the *chiefest virtue*, and
Most dignifies the *haver:* if it be,
The man I speak cannot in the world
Be *singly counterpoised.* At sixteen years,
When Tarquin made a head for Rome, he fought
Beyond the mark of others. *Our then dictator*,
Whom with all praise I point at, saw him fight,
When with his *Amazonian chin* he drove
The bristled lips before him: he bestrid
An o'erpress'd Roman, and i' the consul's view
Slew three opposers: Tarquin's self he met,
And struck him on his knee: in that day's feats,
When he might *act the woman in the scene*,
He prov'd best man i' the field, and for his meed
Was *brow-bound with the oak.* His pupil-age
Man-enter'd thus, he waxed like a sea;
And, in the brunt of seventeen battles since,
He lurch'd all swords of the garland.

12. Give the derivation and literal meaning of the words: *valour, virtue, haver, counterpoise, dictator, feat, lurch, garland.*

WILLIAM RUSHTON, *Professor.*

Modern Languages.

Translate into French or German :—

The most illustrious ornament of the reign of Edward the Third, and of his successor, Richard the Second, was Geoffrey Chaucer; a poet with whom the history of our poetry is by many supposed to have commenced, and who has been pronounced by a critic of unquestionable taste and discernment, Dr. Johnson, to be the first English versifier who wrote poetically. He was born in the year 1328, and educated at Oxford, where he made a rapid progress in the scholastic sciences, as they were then taught: but the liveliness of his parts, and the native gaiety of his disposition, soon recommended him to the patronage of a magnificent monarch, and rendered him a very popular and acceptable character in the brilliant court which I have above described. In the meantime, he added to his accomplishments by frequent tours in France and Italy, which he sometimes visited under the advantages of a public character.—Warton.

Every man who has seen the world knows that nothing is so useless as a general maxim. If it be very moral and very true, it may serve for a copy to a charity boy. If, like those of Rochefoucauld, it be sparkling and whimsical, it may make an excellent motto for an essay. But few, indeed, of the many wise apophthegms which have been uttered, from the time of the Seven Sages of Greece to that of Poor Richard, have prevented a single foolish action. We give the highest and the most peculiar praise to the precepts of Machiavelli when we say that they may frequently be of real use in regulating conduct, not so much because they are more just or more profound than those which might be culled from other authors, as because they can be more readily applied to the problems of real life.

There are errors in these works. But they are errors which a writer situated like Machiavelli could scarcely avoid. They arise, for the most part, from a single defect, which appears to us to pervade his whole system. In his political scheme the means had been more deeply considered than the ends. The great principle that societies and laws exist only for the purpose of increasing the sum of private happiness, is not recognised with sufficient clearness. The good of the body, distinct from the good of the members, and sometimes hardly compatible with the good of the members, seems to be the object which he proposes to himself. Of all political fallacies this has, perhaps, had the widest and the most mischievous operation.—Macaulay.

1. Explain the cases when the subjunctive mood is required in French and not in other languages: give examples.
2. What was the most brilliant epoch of French literature?
3. When did Lafontaine live, and what is the character of his writings?
4. Give the principal rules of French versification, especially with regard to the heroic metre.
5. Give your appreciation of the genius of Molière and of his principal plays.
6. Which are the fundamental differences between the English drama as represented by Shakespeare, and that of France as represented by Corneille and Racine?
7. Give an analysis of the *Misanthrope* of Molière, comparing it with the same subject as treated by Shakespeare.

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8. Give your appreciation of the *Athalie* of Racine.
9. Mention the principal epochs in German literature.
10. Name the most celebrated works of Schiller.

R. DE VERICOUR, *Professor.*

CELTIC.

1. How are the genders of nouns distinguished?
2. Do adjectives show the genders of the nouns with which they agree, and if so, in what manner?
3. When is the noun indefinite?
4. How are nouns classified as to declensions?
5. What influence have the possessive pronouns on the radical letter of the nouns following them?
6. State the positions of the nominative and accusative cases in relation to the verb.
7. How are adjectives converted into adverbs?
8. Give the roots of the following verbs:—ɾinneaɾ; ċualaɾ; ɗéaɲɾaɗ; ċuaɗaɾ; ɾuʒaɾ; ɾɡɾíobɾaɗ; ɗáinceaɾ, and ní ɾaɓaɗaɾ.
9. Give a grammatical analysis of the following sentences:—Sí an ɗɾúil ɾolur an ċoiɲɲ—Is ʒlaɾ na cnoic ataí a bɾaɗ uaiɲn, acᵗ máɾ ʒlaɾ ní ɾéaɾṁaɾ.
10. Give the names of the different colonies who settled in Ireland before the English invasion.
11. Into how many territories, or provinces, was Ireland divided under the Fir-bolg government? Give the meaning of the word for a province in Irish.
12. At what time did the Milesians arrive in Ireland, and from what country did they come hither?
13. Give the names of the sons of Milesius from whom the Mac-Carthys, O'Briens, O'Neills, and O'Donnells are considered to be descended.
14. In what century did the Danes and Norwegians invade this country? Give the date of the battle of Cluaiɲɲeaɾḃ, or Clontarf.
15. At what places did Ceaɾmna and Sobaiɾce erect their *duns* or fortresses, and by what names are those places now known? What is the analogous term for ɗún in English?
16. Give the derivations of the Irish names of Kinsale, Kenmare, Ventry, and Loop Head.
17. How did Ireland get the names of Eiɾe, Foḋla, Ḃanḃa, and Inis fáil?

Translate into Irish:—

18. Iugaine the Great divided Ireland into five-and-twenty parts amongst his twenty-five sons, as we shall mention hereafter in our account of the royal race.

Translate into English:—

19. An t-oċtṁaḋ haiɲm Muiċiɲ, aguɾ is iaɗ clanna Míleaḋ ɗuʒ an t-ainm sin uiɾɾe, ɾuil ɾáɲʒaɗaɾ a ɗ-tíɾ innte. Maɾ ɗaɲʒaɗaɾ, iomoɾɾo, ʒo bun innḃiɾ Sláinʒe ɗ'a nʒoiɾṫiom cuan loċa Ǯaɾman aniuṁ, tionólaiɗ Tuaṫa ɗe ɗanaiɲn ʒo n-a n-ɗɾaoiṫiḃ 'n-a ʒ-coinne ann sin, aguɾ imɾiɗ ɗɾaoiɗeaċta oɾɾa, ionnuɾ naċ aɾ léiɾ ḋóiḃ an t-oileán, acᵗ aiɾ ċoɾṁailleaɾ muiċe, ʒonaḋ uime sin ɗuʒaɗaɾ Muiċiɲ aiɾ an oileán.

OWEN CONNELLAN, *Professor.*

Logic.

1. How far can logic remedy the defect of the second operation of the mind?
2. Define relative nouns. What arguments can be based on them?
3. What is an infima species?
4. Is the division of accidents into separable and inseparable a good one?
5. What are the rules for good division? Illustrate them by examples.
6. How far do logical and metaphysical definition coincide with each other?
7. How should propositions be divided according to their predicate?
8. What are the rules of subaltern opposition?
9. To what extent is it true to say that propositions in E can be converted *per accidens?*
10. Prove that two particular premises prove nothing.
11. Construct syllogisms in Camenes and Bokardo, and reduce them ostensively and per impossibile.
12. Explain the affirmative mode in hypothetical syllogisms.
13. Give the special rules of the first figure as applied to arguments in the form of Sorites.
14. Show by examples that the new classes of propositions, introduced by Sir W. Hamilton, do away with the necessity for the special rules for the first figure. Reduce the examples to some of the twenty-four modes previously in use.
15. What is meant by "mathematical induction?" Why can it not be admitted as being a real form of induction?
16. Explain what is meant by the "composition of causes."
17. Give the canon, and explain the nature of the inference in the "conjoint method of agreement and difference."
18. What is the scientific definition of cause?
19. Explain briefly Mill's classification of fallacies.
20. Enumerate some of the more striking forms in which fallacies of generalization occur.
21. How far is it true to say that every syllogism contains a petitio principii?

G. S. Read, *Professor.*

Second Year's Class in Mathematics.

1. If two chords of a circle intersect at right angles, the sum of the squares of the four segments is equal to the square of the diameter. Prove this.
2. Find the locus of the vertices of all triangles upon the same base having the sum of the squares of their sides equal to a given square.
3. Prove that similar plane figures are as the squares of their homologous sides.
4. Approximate to a root of the cubic equation $x^3+2x=30$.
5. Solve the algebraic equations—

$$x+y=a \qquad x^2+y^2=r^2;$$

and interpret the solution in analytical geometry. Solve, also, the reciprocal equation—

$$x^4-5x^3+8x^2-5x+1=0.$$

Appendix C.

Examination Papers for Sessional Honors and Promotion.

6. Eliminate θ from the equations—

$$a\sec^2\theta - b\cos\theta = 2a$$
$$b\cos^2\theta - a\sec\theta = 2b;$$

and solve the equation—

$$a\sin\theta + b\cos\theta = c.$$

7. Investigate the equation of a straight line, and interpret the constants in the following forms of the equation, viz.:—

$$(1)\ \frac{x}{a}+\frac{y}{b}=1$$

$$(2)\ x\cos\theta + y\sin\theta - p = 0.$$

8. Find the equation of a straight line which passes through the point (a, b), and through the point of intersection of the straight lines—

$$\frac{x}{a}+\frac{y}{b}=1,\ \frac{x}{b}+\frac{y}{a}=1.$$

9. Investigate the equation of the ellipse from its property with respect to focus and directrix. Prove, hence, that the sum of the focal distances of any point on the curve is constant, and show what this theorem becomes for the hyperbola.

10. Find the angle between the straight lines whose equations are—

$$\frac{x-1}{3}+y=0 \text{ and } \frac{x-1}{2}+y=0.$$

11. Show how to find, by spherical trigonometry, the time of sunrise at a given place, the declination of the sun being given.

12. Investigate the differential coefficients of the functions x^n, $\sin x$, and e^x.

13. Inscribe in a given cone the greatest cylinder.

14. Find the area of the curve of which the equation is $y = x^2 + x^{\frac{1}{2}} + 1$ between the limits $x=0$ and $x=1$.

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1. Find two numbers of which the sum, difference, and product are in the ratio of a, b, c^2. Ex. $a=10$, $b=15$, $c=5$. Of what degree will the expression of the numbers in terms of a, b, and c, necessarily be?

2. Investigate a formula for the present value of an annuity, A, for n years, at r per cent. per annum. Calculate the present worth of an annuity of £100 for four years, interest being reckoned at 4 per cent.

3. Given that the expansion of $(1+v)^n$ is of the form $1+nv+Av^2+Bv^3+$, &c., prove the binomial theorem.

4. Find the equation to a circle which touches the straight lines

$$x=0,\ y=0, \frac{x}{a}+\frac{y}{b}=1.$$

5. From the three angular points of a given triangle on a horizontal plane the angular elevation of a point is found to be the same. Given this, show how the altitude of the point above the plane may be found.

6. Two straight lines move so that the product of the trigonometrical tangents of the angles which they respectively make with the axis of x is constant, and that the straight lines always touch a given parabola, $y^2=4mx$; find the locus of their intersection.

7. Find the position and semiaxes of the ellipse represented by the equation

$$3x^2+2xy+3y^2-16y+23=0.$$

8. Prove that the locus of the middle points of all focal chords of an ellipse will be a similar ellipse. *Appendix C.*

9. What is meant by the asymptotes of a plane curve? Show how they may be determined. Apply the theory to the curves represented by Examination Papers for Sessional Honors and Promotion.

$$(x-2)y=(x-1)(x-3)$$
$$xy^2-y=ax^3+bx^2+cx+e.$$

10. Find the maximum or minimum values of the functions

$$\frac{(x+2)^3}{(x+3)^2}, \text{ and } a \sec x+b \operatorname{cosec} x.$$

11. Give some account of the theory of curvature. Prove that the radius of curvature of the curve defined by $y=\frac{e^x+e^{-x}}{2}$ is equal to the normal.

12. Integrate the following differentials, viz.:—

$$\frac{xdx}{x^2+6x+8}, \quad \frac{dx}{x^3-x^2}, \quad \frac{dx}{\sin x+\cos x}.$$

13. Investigate the cases in which $\int x^{m-1}\left(a+bx^n\right)^{\frac{p}{q}}dx$ is reducible to the integration of a rational function. Integrate $x(a+bx)^{\frac{3}{2}}dx$.

14. Trace the curve $y=x+\sqrt{a^2-x^2}$, and find its whole area.

JUNIOR CLASS IN MATHEMATICS.

1. Prove the rule for finding the G. C. M. of two quantities. Apply it to

$$1+x^{\frac{1}{2}}+x+x^{\frac{3}{2}} \text{ and } 2x+2x^{\frac{3}{2}}+3x^2+3x^3.$$

2. Show that if x vary as y, and y vary as z, then

$$\frac{x+y+z}{\sqrt{xy}+\sqrt{yz}+\sqrt{zx}}=1.$$

3. Give Cardan's solution of a cubic equation. Show in what case it is available directly, and in what manner it may be adapted to calculation by means of Demoivre's theorem in the other case.

4. Demonstrate the rule for the transformation of an algebraic equation which is employed in Horner's numerical method of solution.

5. Apply Horner's method to calculate to four places of decimals the cube root of 577.

6. Find at what time or times, between 3 and 4 o'clock, the hour and minute hands of clock make a particular angle with each other. Apply the formula to the case of their being coincident, and of their being at right angles.

7. Find the sum of the cubes of the roots of the equation

$$x^3+ax^2+bx+c=0.$$

8. Find an expression for the middle term of the expansion of $(1+x)^{2n}$. Also find the greatest term, x being given.

9. Prove that if the coefficients of an equation are real, imaginary roots can only occur in pairs of the form $a\pm b\sqrt{-1}$.

10. Find the values of x which satisfy

$$x^{\frac{p+q}{2pq}}=\frac{1}{2c}\left(x^{\frac{1}{p}}+x^{\frac{1}{q}}\right);$$

and the values of x and y which satisfy

$$a^xb^y=c, \; a^{mx}b^{ny}=d.$$

Appendix C.

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11. If the cotangents of the angles of a plane triangle are in arithmetical progression, prove that the squares of the sides will also be in arithmetical progression.

12. Find an expression for the radius of a circle which touches one side, a, of a triangle, and the other sides b, c, produced.

13. How would you proceed to find the height of an inaccessible object which stands upon an inclined plane?

14. The square described around a circle is to a certain inscribed regular polygon in the ratio of 4 to 3; find the number of sides of the polygon.

15. At each of two points on a horizontal plane, distant from each other miles c, the elevation of the summit of a mountain is α, at a station half-way between the two former ones it is β; find the height of the mountain summit.

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1. Find the number of seconds in a lunar month of 29 days 12 hours 44 minutes and 3 seconds. Express also a lunar month in days by means of decimals.

2. Find the side of a square field equal in area to a rectangle 175 yards long and 700 yards broad.

3. Supposing a cubic foot of water to weigh 1,000 ounces, find the length of a cistern in the form of a rectangular prism, which contains 64 tons 9 cwt. 7 lbs. of water, its depth being 9 feet 4 inches, and breadth 9 feet 2 inches.

4. Reduce to their simplest forms the following algebraical expressions, viz.:—

$$\frac{ab(a-b)+bc(b-c)+ca(c-a)}{(a-b)\,(a-c)\,(b-c)}$$

$$\frac{(a^2-2ab+b^2+2ac-2bc+c^2)^{\frac{1}{2}}}{(a^4-2a^3b+\frac{5}{2}a^2b^2-\frac{1}{2}ab^3+\frac{1}{16}b^4)^{\frac{1}{2}}}$$

5. Solve the following equations, viz.:—

(1) $$\frac{75-x}{3(x+1)}+\frac{16x+4\frac{1}{3}}{3x+2}=\frac{23}{x+1}+5.$$

(2) $$\frac{\sqrt{\frac{1}{a}}+\sqrt{\left(\frac{1}{a}-\frac{1}{x}\right)}}{\sqrt{\frac{1}{a}}-\sqrt{\left(\frac{1}{a}-\frac{1}{x}\right)}}=a.$$

(3) $$\frac{x}{x+1}+\frac{x+1}{x}=2\tfrac{1}{6}.$$

(4) $$x^{\frac{1}{2}}=56x^{\frac{2}{3}}+x^{\frac{5}{6}}.$$

6. Solve the simultaneous equations—

(1) $x^2+y^2=a^2$, $x+y=b$.

(2) $2x+\cdot4y=1\cdot2$.
$3\cdot4x-\cdot02y=\cdot01$.

(3) $x+y+z=1$.
$ax+by+cz=0$.
$a^2x+b^2y+c^2z=0$.

7. State and prove the method of solving simple equations containing three unknown quantities, by so multiplying the equations that on addition two of the unknown quantities shall disappear.

8. Find two numbers of which the sum is to the difference as 8 to 1, and of which the difference of the squares is $14\frac{2}{9}$.

9. The straight lines which bisect the vertical angles of all triangles on the same base, and with equal vertical angles, intersect in one point?

10. Similar rectilineal figures are as the squares of their homologous sides?

11. Show that, if two circles intersect, the straight line joining their centres will bisect perpendicularly the common chord.

12. Give Euclid's definition of proportion, and apply it to prove that parallels cut diverging straight lines proportionally.

13. Prove the equivalence of the geometrical and algebraical definitions of proportion.

14. Express all the trigonometrical functions in terms of the sine.

15. Prove the following theorems, viz.:—

$$\frac{\sin A}{a}=\frac{\sin B}{b}=\frac{\sin C}{c}.$$

$$\sec(\theta\pm\phi)=\frac{\sec\theta\sec\phi}{1\mp\tan\theta\tan\phi}.$$

$$\sin 3\theta=3\sin\theta-4\sin^3\theta.$$

16. Prove the fundamental properties of logarithms. Adapt to logarithmic computation the formula expressing a side of a triangle in terms of the two other sides, and the angle contained between them.

Third Year's Class in Mathematics.

1. Find the locus traced out by the vertex of a triangle, of which the base, and the sum of the tangents of the angles adjoining the base, are given.

2. Give different definitions of a plane, and show how they all lead to the same analytical equation.

3. Determine the plane which contains a given straight line, and makes a given angle with a given plane.

4. Find the equation to a plane which contains two parallel straight lines, of which the equations are given.

5. Investigate the equation of the tangent plane to a given surface at a given point. Apply this to the surface defined by

$$(x-az)^2+(y-bz)^2-c(x-az)=0,$$

and show that the tangent plane is always perpendicular to a fixed plane.

6. Find the length of the perpendicular from the centre upon the tangent plane of a given ellipsoid.

7. Integrate the following differentials, viz.:—

$$\frac{xdx}{\sqrt{2ax-x^2}},\qquad \frac{dx}{\sqrt{x+a}+\sqrt{x}},\qquad \frac{dx}{x^2\sqrt{1-x^2}}.$$

8. Determine the condition of integrability of the equation $Mdx+Ndy=0$, and show how the integration is performed. Ex.:—

$$(2axy-y^3)dx+(ax^2-3xy^2)dy=0.$$

9. Prove that in a homogeneous differential equation of the first order the variables can be separated by assuming $y=vx$, x and y being the given variables.

10. Integrate the differential equations—

$$xdy-(y+y\log y-y\log x)dx=0,$$

$$xdy-(y+\sqrt{x^2+y^2})dx=0.$$

Appendix C. Examination Papers for Sessional Honors and Promotion.

11. How is the linear differential equation of the first order integrated? Give an example.

12. Determine the orthogonal trajectory of a system of circles which touch each other internally at the same point.

13. The equation of a surface is $x^2+y^2+z^2=1$; show that the sum of the intercepts made by a tangent plane on the co-ordinate axes is constant.

Natural Philosophy—Junior Division.

1. The longer arm of a lever is 3 feet, the shorter 5 inches; what power at the extremity of the longer will balance 150 lbs. at the extremity of the shorter?

2. What force must be applied to move 112 lbs. up an inclined plane 4 feet high and 30 feet long?

3. A body rests on a horizontal plane; what must be the position of the centre of gravity in order that the equilibrium may be stable?

4. What velocity would a heavy body acquire in falling through 600 feet?

5. A body weighs 1,200 grains in air, and 95 grains in water; what is its specific gravity?

6. Explain the principle of the force-pump.

7. Explain by a geometrical construction the formation of the image of an object by a concave reflector.

8. How are the chemical effects of frictional electricity shown?

9. What are the requisites for producing a thermo-electric current?

10. How can a magnet be formed by a current?

11. Explain the action of freezing mixtures.

12. How is it proved that the temperature of ebullition depends on the pressure?

Natural Philosophy.—Senior Division.

A.

1. How is it proved that the earth can induce magnetism in soft iron?

2. Describe the construction and action of Smee's Galvanic battery.

3. State some experiments which show the mutual repulsion which exists between an electric current and the poles of a magnet.

4. How can a current be produced by means of a magnet?

5. How is the electric light produced?

6. The temperature of the air is found to diminish as the height above the surface of the earth increases; how is this explained?

7. Explain the action of the electrophorus.

8. How does the volume of a gas change with the temperature?

9. A gas occupies 1,250 cubic inches when the temperature is 60° Fah.; what volume will it occupy at 50° cent.?

10. Explain the construction of the syren.

B.

1. On approaching the hand to the plate of a charged electroscope, the leaves collapse, and on removing it, they again expand; explain this.

2. How does the intensity of the current from a battery vary with the number of cells?

3. Describe Melloni's thermo-electric apparatus.

4. Describe Ramsden's method of ascertaining the expansion of solid bodies.

5. What is meant by the magnetic equator of the earth? State the laws of the diurnal variation of the magnetic needle.

6. Explain the principle of Daniell's hygrometer.

A.

1. Explain what is meant by the parallelogram of forces, and show geometrically how to ascertain the resultant of any number of forces acting at the same point.

2. The distance between the threads of a screw is 2 inches, and the arm at which the power acts is 20 inches; determine the relation between the power and resistance.

3. A straight lever, 3 feet in length, weighs 4 lbs.; what weight on the shorter arm will balance 10 lbs. on the longer, the fulcrum being one foot from the end?

4. Through what height would a heavy body fall in vacuo in 25 seconds?

5. Why is the pendulum used as a means of measuring time?

6. How is the magnifying power of a compound microscope ascertained?

7. A body is placed at a distance of 40 inches from a convex reflector of 12 inches radius; where will the image appear?

8. An object is placed at 15 inches from a convex lens of 10 inches focal length; where will the image be formed?

9. How is it proved that the earth is nearly a sphere, but somewhat flattened towards the poles?

10. Show, by construction, that when a superior planet is near opposition, its motion is apparently retrograde.

11. From what observations is it known that the sun is spherical?

12. Explain the principle of the common barometer, and show how it may be used for measuring heights.

B.

1. A uniform beam, whose weight is W, and length 6 feet, rests on a vertical prop 3 feet in height; the other end is on a horizontal plane, and is prevented from sliding by a string attached to the bottom of the vertical prop; determine the strain on the string if its length be 4 feet.

2. If two isosceles triangles, whose altitudes are h and h', stand upon the same base; find the distance from the base of the centre of gravity of the area included between the sides of the triangles.

3. Two perfectly elastic balls, weighing 12 lbs. and 7 lbs., respectively, move in the same direction with velocities of 8 feet and 5 feet per second; find their velocities after impact.

4. A body in falling has described one-third of the altitude in the last second; determine the altitude and the time of descent.

5. How is the moon's horizontal parallax observed?

6. How can the relative distances of an inferior planet and the earth from the sun be calculated?

Appendix C.

Examination Papers for Sessional Honors and Promotion.

7. Explain what is meant by the aberration of light.
8. Find the condition that two lenses in contact should achromatise.

JOHN ENGLAND, *Professor.*

GEOLOGY AND MINERALOGY.

1. Describe the characters of such rocks as have had an aqueous origin.
2. What are the features which serve to distinguish porphyritic and amygdaloidal rocks?
3. Describe the characters of metamorphic rocks; and from what circumstances have these rocks originated?
4. What are the conditions necessary for the production of artesian wells? and give instances of deposits where these occur.
5. What is the position, and what is the nature of the earliest fossil remains which are found in Ireland?
6. What are the lithological characters, and what is the position of the Devonian, or Old Red Sandstone strata, as these occur in the county of Cork? and give a section showing the relation of these to the succeeding carboniferous formation.
7. What forms of reptilian life occur in the carboniferous formation, and where have these been found?
8. In what parts of Ireland do the Permian deposits appear, and how are they represented?
9. In what strata do the earliest distinct traces of birds occur; and what is the nature of the evidence concerning the ornithic character?
10. What forms of *Pachyderms* serve to distinguish the Eocene formation?

MINERALOGY.

11. What are the external characters of *quartz?*
12. What are the two mineral forms which sulphate of lime assumes, and in what do these differ in their composition?
13. What are the characters and composition of *Malachite?*
14. What is the mineral from whence the *lead* of commerce is obtained?

ROBERT HARKNESS, *Professor.*

CHEMISTRY.

Pass Questions.

1. What are elementary bodies? How are they classified?
2. Explain the difference between the forces of cohesion and affinity.
3. Give examples of binary, ternary, and quaternary compounds.
4. What are the characteristic properties of acids, bases, and indifferent bodies? Give examples by formulæ of each class.
5. How is ammonia prepared? Give its chief properties.
6. Give the preparation and properties of hydrochloric acid and the tests for it in solution.
7. How is iodine prepared?
8. Give the formulæ of the different oxides of iron; state which of its oxides is isomorphous with alumina.
9. How is oxide of copper prepared? Give the best tests for copper.
10. What are the best tests for nitric, hydriodic, and sulphuric acids, and for salts of potash, lead, and mercury?
11. How are the C and H of organic substances estimated?
12. Give the preparation and properties of hydrocyanic acid.

Prize Questions.

1. State some of the means by which chemical affinity is modified.
2. Give instances of catalytic action.
3. How are the tables of equivalents at present in use constructed?
4. Explain Dalton's atomic theory.
5. Explain the law of multiple proportions.
6. Give the different modes of preparing and the properties of ammonia; calculate its specific gravity—

Sp. gr. of N=0·9713
H=0·0692

7. Give the composition by weight and by volume of water, hyponitric acid, hydrochloric acid, and sulphuretted hydrogen.
8. Give the preparation of the oxide of antimony from the sulphide; and state how antimony is detected in tartar emetic.
9. How is the secondary octohedron derived from the primary in the square prismatic system? Give the notation of the faces of both octohedrons.
10. How do you separate salts of the peroxide of mercury, copper, zinc, alumina, and lime from each other?
11. One hundred grains of the double salt of bichloride of platinum and an organic base give on combustion 15 grains of metallic platinum; calculate the atomic weight of the base—

Pt.=99
Cl.=35·5

12. How is urea prepared artificially?

J. Blyth, *Professor.*

Botany.

1. What characters separate Mosses from other Cryptogams?
2. Describe, in general terms, the minute structure of an ordinary leaf.
3. Name those families of British Dicotyledons which possess an apocarpous ovary.
4. Compare the families *Primulaceæ* and *Lentibulaceæ.*
5. To what family does the common Hop belong? Mention other useful plants referrible to the same group.

Zoology.

1. Contrast the shell of a Brachiopod with that of a Lamellibranch.
2. What characters distinguish Cestoid from Trematode Worms?
3. How does the skull of a bird differ from that of other Oviparous *Vertebrata?*
4. Concisely sum up those characters which are common to, and distinctive of, the class *Mammalia.*
5. What hoofed quadrupeds are included in the group *Artiodactyla?*

J. Reay Greene, *Professor.*

Science of Agriculture.

1. What is understood by the terms "soil" and "subsoil?"
2. Describe the forces by means of which the soil and subsoil may have been formed.
3. How may soils be classed?

Appendix C.

Examination Papers for Sessional Honors and Promotion.

4. Give the distinguishing characters of the classes of soils.

5. Describe a mechanical process for determining the nature of soils?

6. Describe what are called the "organs" of plants.

7. Describe the offices performed by these "organs."

8. What are the circumstances essential to the healthful vegetation of an agricultural seed?

9. Describe what takes place during the vegetation and growth of an agricultural plant.

10. Name the substances indicated by chemical analysis as constituting an agricultural plant.

11. Is each of these substances considered equally essential to the healthful growth of an agricultural plant?

12. Some of these substances are supposed to be present in sufficient quantity in most soils suited to culture; others, if absent, are easily and cheaply supplied; whilst others, which are usually present in very limited quantity, are expensive; name the substances in each of these three classes.

13. Are there any means, short of analysis, whereby the farmer may ascertain the ingredients in which his land may be deficient?

14. Give in round numbers the quantity of each of the ingredients composing the third class referred to in question 12, removed from the farm when the grain of an acre of wheat, or the tubers of an acre of potatoes are sold.

15. Give the usual constituents of farm-yard manure, Peruvian guano and bones.

16. What is understood by the term "exhausted" as applied to land?

17. Give the botanical characters of some of the more important grasses and forage plants.

18. Name and describe the *Fungi* usually present on diseased corn, potatoes, and turnips.

19. Describe the disease in turnips known as "*Anbury*," and advert to some of the alleged causes of the distemper.

20. Give the class, characters, and some facts bearing on the natural history of a few of the insects most injurious to farm crops.

EDWARD MURPHY, *Professor.*

CIVIL ENGINEERING (JUNIOR).

1. Describe the construction of the pentagraph, and show how to graduate it.

2. Describe the planimeter.

3. If you were about to use a theodolite to range a straight line over rough ground, what adjustments would you examine the correctness of?

4. How may the half-silvered glass of a sextant be out of adjustment? how would you examine whether it were so, and if necessary, correct it?

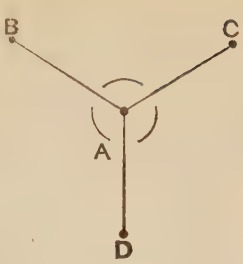
5. Describe Elliott's Y level.

6. How would you find the acreage of a chain survey?

7. How would you measure the distance to an inaccessible point with the chain only?—the method employed is not to depend on the construction of an angle of 90° or 60°.

8. In traversing, explain how, by keeping the instrument clamped to the last measured angle, you can get at once the angle between each line, and the first line taken as a meridian.

9. Given the angles subtended at a station A, by the three points B, C, D, as in sketch, how would you find the distance of A, from B, C, and D?



10. Read the instruments on the table.

CIVIL ENGINEERING (SENIOR).

1. Under what circumstances is hydraulic mortar liable to crumble after having set?

2. Describe the action of salt water on cast and wrought iron.

3. Why is it that in certain cases a pile-driving engine must have a heavy ram and considerable fall, and that an engine with a light ram and small fall, though giving a great number of blows per minute, may fail to produce the required result?

4. Describe some of the forms of bearing and sheeting piles of iron that have been employed.

5. What thickness is given to the piers of modern stone bridges? What is it that limits this thickness?

6. Sketch some of the forms of the arched girders used in large cast-iron arched bridges.

7. How is the roadway laid over these arched girders?

8. Explain the difficulties a railway carriage meets with in travelling round a curve, and state how these difficulties may be overcome.

9. How does the resistance on a railroad vary? Give some of the expressions which have been employed to express its amount.

---

1. Describe the different methods which have been employed in constructing the floors of locks.

2. What dangers have to be guarded against in constructing the foundations and floors of locks?

3. Describe some of the forms of iron mitre sills and hollow quoins which have been employed when the lock has been made of brickwork.

4. Describe the construction of wrought-iron lock gates.

5. When water for the supply of towns is brought from a distant reservoir, what is the object of constructing a distributing reservoir?

6. Give Mr. Thomson's formula for the flow of water through a right-angled triangular notch.

7. What advantage has this form of notch over the rectangular in gauging streams?

8. Give the ordinary expression for the velocity of water flowing in a given channel.

9. What is meant by the neutral axis of a beam?

10. Give the ordinary expression for the breaking weight of a rectangular timber beam.

GEOMETRICAL DRAWING.

1. How is the position of a point in space indicated?

2. How is it that figures drawn on a sheet of paper can be made use of to determine the relations between the parts of a solid body?

3. What is the condition that any two points on the two planes of projection shall be the projections of a single point, and hence what is the corresponding condition in the drawing?

4. What is the necessary condition that two lines in a drawing shall represent a plane?

Appendix C.

Examination Papers for Sessional Honors and Promotion.

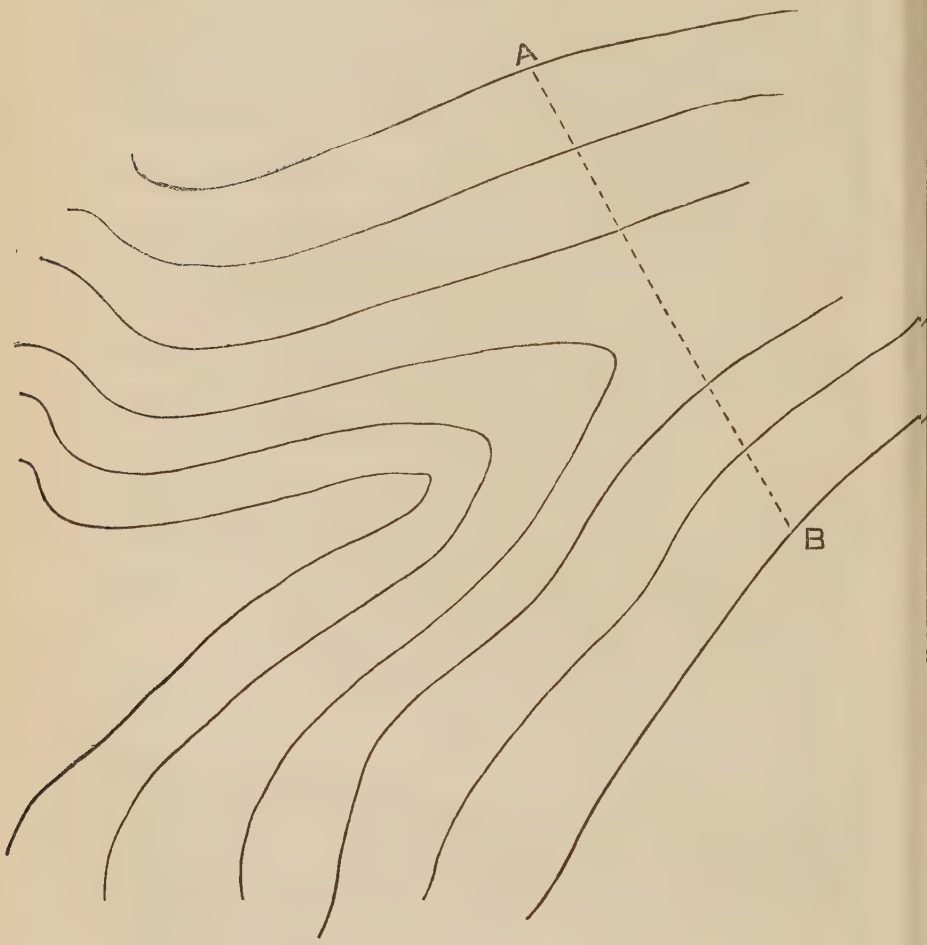
5. Find the projections of the line passing through two points whose projections are given, and determine the real length of the line.

6. Draw the projections of a cube, having one diagonal vertical, and a plane of two opposite edges perpendicular to the vertical plane of projection.

7. Draw the projections of the intersection of a sphere and vertical cylinder.

8. Fig. 1 represents the contours in a valley across which an embankment is to be made, one side of the top of which is shown, the bank slopes at the rate of 3 to 1; trace out its foot.

FIG. 1.



Contours 10 feet apart. Scale, 1 inch=75 feet.

9. What is meant by the vanishing point of a line in perspective?

10. What is the vanishing point for horizontal lines making 45° with thepicture plane?

11. If a line makes a given angle with the picture plane, what will be the locus of its vanishing point?

12. Given the vanishing and intersection points of a line, how would you find a measuring point and line for it?

ALEXANDER JACK, *Professor.*

Anatomy and Physiology.

1. Describe the general and microscopical features of white and yellow fibrous tissues.
2. State the microscopical features of muscular tissue.
3. Describe the intercostal nerves and the two sets of intercostal muscles.
4. Describe the great pulmonary plexus of nerves and the bronchial tubes.
5. Describe the cortical substance of the kidney, the Malpighian bodies, and renal pyramids.
6. Describe the circulating systems of the liver.
7. Describe the lobules of the liver and hepatic cells.
8. State the difference between venous and arterial blood.
9. State the average quantity of air breathed at each act of inspiration.
10. State the changes produced in the expired air.
11. Describe the crura cerebri.
12. Describe the sixth cerebral nerve.

Practical Anatomy.

1. Describe the patella, its connexions, and the ligamentum patellæ.
2. Describe the connexions and processes of the palate bone.
3. Describe the shoulder-joint, and the muscles in relation with it.
4. The rectus femoris muscle.
5. The origin, course, and relations of the internal epigastric artery.
6. Describe the obturator artery; and then state the several irregularities with respect to the origin and surgical relations of that vessel.
7. What are the boundaries and contents of the posterior inferior triangle of the neck?
8. The origin, course, and branches of the ulnar nerve?
9. Describe the saphenic opening and falciform process of the fascia lata.
10. What are the boundaries of the inguinal canal?
11. The origin and course of the subscapular artery?
12. What are the relations of the thyroid body?

J. H. Corbett, *Professor.*

Materia Medica.

1. Aloes.—Plant furnishing it, and natural family; physical properties; chemical constitution; physiological action; therapeutical uses; adjuvants and correctives; dose, and mode of administration.
2. Squills.—Same particulars.
3. Belladonna.—Same do.
4. Potassio—Tartrate of Iron.—Preparation; physical and chemical characters; tests of its purity; physiological action; therapeutical uses; advantages as chalybeate; in what form absorbed; dose, and mode of administration.
5. Doses of—Laudanum, elaterium, croton oil, sulphate of zinc.
6. Reactions in preparation of--Corrosive sublimate; ether; nitrate of silver.

Prize Questions.

7. Contrast the physiological actions and therapeutical uses of opium, morphine, and codeine.

Appendix C.

Examination Papers for Sessional Honors and Promotion.

8. Give a general outline of the therapeutical employment of tonics in general, with their indications, contra-indications, the precautions to be observed in their use, and the circumstances which modify their action.

9. Describe the reactions which take place in the preparation of the subnitrate of bismuth and chloroform; mention the adulterations to which they are liable, and give the tests of their purity.

10. What are the proofs of the remote action of medicines taking place only after absorption? State the objections raised against this view, and the way in which they are answered.

11. What is the test of meconic acid? What other substances afford a similar reaction; and how is that of meconic acid distinguished?

PURCELL O'LEARY, *Professor.*

SURGERY.

1. In what does erysipelas differ from ordinary inflammation?

2. How would you treat erysipelas of the face and head consequent upon a wound of the scalp.

3. Mention the chief diseases of the tongue, and describe particularly the pathology and treatment of ranula.

4. Explain the surgical anatomy of the parts involved in a dislocation of the lower jaw. State what method you would adopt for reducing the dislocation, and give your reasons for so doing.

5. What is the difference between caries and necrosis of a bone? Describe the process by which nature removes a dead portion of bone.

6. What are the chief diseases of the prostate gland? How would you treat total retention of urine, arising from chronic enlargement of the prostate gland?

7. In the progress of such a case, should hæmorrhage set in, what would you do?

8. Describe the several eruptive affections of the skin consequent upon secondary syphilis.

DENIS B. BULLEN, M.D., *Professor.*

MIDWIFERY.

1. Enumerate the structural peculiarities of the fœtus.

2. Give the structure and relations of the ovary in the human subject; and also an outline description of the organ as it exists in the fish, the bird, and the mammal, respectively; with the peculiarities of the oviduct in each.

3. Define the function of menstruation. From what extent of surface is the menstrual fluid furnished? What is its nature, chemical and physiological?

4. Give an outline of the formation, progress, and termination of a corpus luteum. In what points does the corpus luteum of menstruation agree with, and in what does it differ from, the corpus luteum of impregnation?

5. What is the ordinary duration of human gestation? Upon what data, and how would you calculate the probable time of parturition in a given case? Mention the chief sources of fallacy requiring consideration.

6. Enumerate the different forms of extra-uterine gestation, and state their relative fatality. How is the life of the embryo supported in these cases?

7. A lady, three months pregnant, is seized with sickness, hæmorrhage, occasional pains, and other symptoms of abortion; how would you proceed to investigate the case, and what points should chiefly determine your line of treatment?

8. Detail the ordinary progress, and the various details of the management of a case of twins.

9. What are the different circumstances under which the placenta may be retained? Give the treatment in each case.

10. You are called to a lady in labour, complicated with hæmorrhage, which is nearly constant, but aggravated at every pain—placenta is found to reach to edge of os uteri, which is very little dilated—membranes still whole; what is the nature of the case, and what would be your management of it?

J. R. Harvey, A.B., M.D., *Professor.*

Medical Jurisprudence.

1. What is meant by the local and the remote action of poisons? Illustrate by examples.

2. What are the two classes of symptoms to which oxalic acid gives rise? How would you proceed to examine for oxalic acid, supposing an antidote of magnesia had been administered?

3. What are the symptoms and the post-mortem appearances presented by poisoning with opium?

4. Describe Stas' method for detecting the vegetable alkaloids, when administered as poisons.

5. Describe the appearances presented by incised and by contused wounds, made 1st, an hour before death; 2nd, immediately before death; and 3rd, an hour after death.

J. Blyth, *Professor.*

Medical Jurisprudence—Legal Part.

1. To what matter should the re-examination of a witness be confined?

2. Has a medical witness any privilege enabling him to refuse the disclosure of facts confided to him by a patient; and what precaution should medical attendants observe in communicating with their patients, in consequence of the liability of being compelled to disclose them in a court of justice?

3. What are the conditions precedent to the admissibility in evidence of a dying declaration, and to what class of cases is such evidence confined?

4. What is requisite to entitle a witness to refresh his memory during examination by reference to written memoranda?

5. Describe the offence of "murder;" and state within what time after the infliction of the injury causing the death must the death take place to constitute it a murder.

6. Describe the legal meaning of a "maim," a "wound," a "grievous bodily harm," and a "disabling," respectively.

7. In investigating a charge of infanticide, to what inquiries in

Appendix C.

Examination Papers for Sessional Honors and Promotion.

particular should the attention of a medical examiner be directed? State in what respect the hydrostatic test is imperfect as a criterion of the birth of a living child.

8. Of what offence is an apothecary, or other practitioner, who negligently supplies or administers a wrong drug, in consequence of which death ensues, guilty in law?

9. What is a testable capacity; and in considering questions of testable capacity, to what matters in particular should attention be given; and how should the weight of medical opinion be determined?

10. What are the legal requisites of a medical certificate to justify the confinement of a person in a lunatic asylum?

MICHAEL BARRY, *Professor.*

PRACTICE OF PHYSIC.

1. In what manner might an intermittent terminate fatally?

2. How does a tertian become changed to a quotidian?

3. What is the difference between the localities in which intermittent and typhus respectively prevail?

4. What are the days on which you expect a favourable crisis in the latter, and what are its indications?

5. Explain the cause of coma in typhus, apoplexy, chronic bronchitis, and cerebral inflammation.

6. What are the early symptoms of hydrocephalus in an infant, and the general treatment?

7. What are the sympathetic disturbances of other organs in pericarditis?

8. In what manner does the disease become fatal?

9. Trace out the various consequences of aortic valve disease to other portions of the vascular system.

10. Describe the changes which take place in aborted tubercle, and its effects on the surrounding lung.

11 What are the physical signs of emphysema pulmonary?

12. How do you divide epilepsy in reference to its causes?

13. What are the predisposing and exciting causes of bilious cholera? Explain their action.

14. What form of pneumonia arises from Phlebitis and form of abscess in the liver.

15. Describe the form of chronic ulcer in the stomach, its usual situation, the dangers resulting from it, and the indications for treatment.

16. What is the seat of dysentery, its causes and mode of treatment?

D. C. O'CONNOR, *Professor.*

APPENDIX D.

List of Students who obtained Honors and Prizes at the Sessional Examinations held in June, 1863.

At the Sessional Examinations, the following were awarded Prizes for 1862-63.

Greek (Third Year).

James Beamish, . . . 1st.
Thomas Ryan, . . . } 2nd.
Michael O'Brien, . . . }

(First and Second Years.)

Richardson Evans, . . . 1st.
Edward Wilson, . . . 2nd.
John Connor, ... 3rd.
James Marcele, . . . 4th.
Stephen Bergin, . . . 5th.

Greek (First Year).

Patrick O'Mahony, . . . 1st.
John Burke, . . . } 2nd.
Francis Nunan, . . . }

Latin (Third Year).

Michael O'Brien, . . . 1st.
James Beamish, . . . 2nd.
Thomas Ryan, . . . 3rd.

(First and Second Years.)

Edward Wilson, . . . 1st.
James Marcele, . . . } 2nd.
John Connor, ... }
Stephen Bergin, . . . 4th.

Latin (Junior Class).

Patrick O'Mahony, . . } 1st
John Burke, . . . } equal.
Francis Nunan, . . . 3rd.

English Language.

James Marcele, . . . } 1st.
Edward Wilson, . . . }
Alfred Dann, ... 2nd.
Michael Barry, . . . 3rd.
John O'Callaghan, . . . 4th.

English Literature.

Michael O'Brien, . . . } 1st.
Thomas Ryan, . . . }
Thomas Kelly, . . . 2nd.
James Beamish, . . . 3rd.

History.

Thomas Ryan, . . . } 1st.
James Beamish, . . . }
Thomas Kelly, . . . 2nd.
Michael O'Brien, . . . 3rd.
John M'Sweeny, . . . 4th.

French (Medical).

William H. Miller, . . . 1st.

French (Arts and Engineering, Senior).

Edward Wilson, . . . 1st.
Joseph Fitzgerald, . . } 2nd
John H. Jones, . . } equal.

French (Arts and Engineering, Junior).

Alexander M'Carthy, . . 1st.
John O'Callaghan, . . . } 2nd.
Michael Barry, . . . }

Celtic (Senior).

Thomas Ryan, . . . 1st.

(Junior.)

John M'Sweeny, . . . } 1st.
James Beamish, . . . }

Mathematics (Third Year).

John M'Sweeny, . . . 1st.

Mathematics (Senior).

William H. Shaw, . . . 1st.
Henry O'Neill, . . . } 2nd.
Richard Unkles, . . . }
John Smyth, ... 4th.
Reuben J. Harvey, . . . 5th.
Stephen Bergin, . . . 6th.
Anthony Perrier, . . . 7th.

(Junior.)

John Burke, . . . } 1st.
James Chatterton, . . . }
Alfred Dann, . . . } 3rd.
William Perrott, . . . }
Francis Nunan, . . . 5th.
Patrick O'Mahony, . . }
William Testro, . . } 6th.
Robert Pulontaft, . . }

Logic.

Richardson Evans, . . . 1st.
John Connor, ... 2nd.
Thomas West, . . . 3rd.

Metaphysics.

Michael O'Brien, . . . 1st.

Mathematical Physics.

John Kehoe, ... 1st.

Engineering Physics.

John Kehoe, ... 1st.

Mathematical Physics (Arts).

John M'Sweeny, . . . 1st.

Experimental Physics.

William H. Shaw, . . . 1st.
Henry O'Neill, . . . 2nd.
John Connor, ... 3rd.

Natural Philosophy (Medical).

David Forbes, ... 1st.
Henry Donovan, . . . 2nd.

Geology and Mineralogy.

Richard Unkles, . . . 1st.
William H. Shaw, . . . 2nd.

Chemistry.

David Forbes, ... 1st.
John H. Jones, . . . 2nd.
Thomas C. Morrison, . . 3rd.
Henry Donovan, . . . 4th.
Arthur Hill, ... 5th.

Natural History.

William H. Griffith, . . 1st.

Political Economy.

Thomas Kelly, ... 1st.

Engineering (Third Year).

Robert Fogarty, . . . 1st.

(Second Year.)

William H. Shaw, . . . 1st.
Henry O'Neill, . . . 2nd.

(First Year.)

William Perrott, . . . 1st.
John H. Jones, . . . 2nd.

Appendix D. List of Students who obtained Honors and Prizes—*con.*

List of Students who obtained Honors and Prizes at the Sessional Examinations.

Law (Third Year).
Thomas Kelly, ... 1st.
(Second Year.)
Nicholas Keller, . . . 1st.
(First Year.)
Richard Wood, . . . 1st.
Humphry Donovan, . . 2nd.

Medical Jurisprudence.
Ferdinand A. Purcell, . . 1st.

Practice of Medicine.
Ferdinand A. Purcell, . } 1st.
Patrick O'Keeffe, . . . }

Midwifery.
Henry Cooke, ... 1st.
Humphry Gillespie, . . 2nd.
Laurence Corban, . . . 3rd.
William B. Coughlan, . . 4th.
James Foley, ... 5th.

Surgery.
Henry Cooke, ... 1st.
Humphry Gillespie, . . . 2nd.
Albert J. Clapp, . . . 3rd.

Practical Anatomy (Third Year Students).
Henry Cooke, ... 1st.
James Foley, ... 2nd.

Practical Anatomy—*con.*
Laurence Corban, . . . 3rd.
Parker Smith, . . . 4th.

Practical Anatomy (Second Year Students).
Richard Malcom Graham, . 1st.

Anatomy and Physiology (Second Year Students).
Patrick Heas, ... 1st.
Richard M. Graham, . . 2nd.
Henry Nason, ... 3rd.

Anatomy and Physiology (First Year Students).
David Forbes, ... 1st.
Henry Donovan, . . . 2nd.
Thomas Morrison, . . . 3rd.

Practical Chemistry.
Richard M. Graham, . . 1st.
Patrick Heas, ... 2nd.
John Horgan, ... 3rd.
Frederick Daly, . . . 4th.
Jeremiah J. Buckley, . . 5th.

Materia Medica.
Patrick Heas, ... 1st.
Richard M. Graham, . . 2nd.

Certificates of Honor were awarded to Messrs. John F. Hartland and Thomas Kehoe in Medical Jurisprudence; and to Mr. Henry T. Brown in Practical Anatomy, for Students of Second Year.

Appendix E.

Reports from Professors.

APPENDIX E.

Form of Circular from the President, and Special Reports from the Professors.

Return to be filled up by the Professor of ——— and to be returned to the Registrar, so filled up, for the official information of the President, on or before the ——— being for the Collegiate Session 186 .

A.—As to the course or courses of lectures given by the Professor. 1st. Duration and extent of the course; number of terms. 2nd. Number of weeks of lectures in each term. 3rd. Number of lectures weekly, and days and hours of lectures.

B.—The description or title of the course or courses of lectures delivered, and a general abstract of the subjects of instruction contained in the course, and the title of the text-books recommended.

C.—Whether the lectures are illustrated by reference to maps, diagrams, specimens, or experiments; and a general notice of the kind of illustrations used.

D.—Whether any method of tutorial or other special instruction is employed, as by setting out portions of text-books for lessons, by themes, or exercises in composition, or problems; and whether special class examinations are held, and at what time; or whether herborization excursions or field exercises are given.

E.—What faculties or division of students are those attending courses of lectures of the Professors making the return.

F.—The number of students attending each course distinguishing matriculated and non-matriculated students; and the general regularity of attendance.

G.—The general conduct of students at the Professor's lectures; and the general state of discipline as regards the Professor's classes.

H.—The general condition of the department of which the Professor has charge, as to supplies, fitments, cleanliness, and accommodation, for the purposes of instruction.

The Professor, in making the above returns, is requested to mark the answers with the letter designating the portion of the form of return, as above, to which each answer refers.

Signed by order of the President,

Registrar.

Report of the Professor of Greek.

A.—The course extended over the three terms of the session. 2. The first term contained seven weeks; second, twelve weeks; third, four weeks. 3. Two lectures on each day of the week except Saturday, each lecture occupying one hour.

B.—Greek language and literature—the authors lectured upon being, in the third year's class, Pindar and Plato; in the second year's class, Æschylus, Sophocles, and Herodotus; in the first year's class, Homer and Xenophon.

C.—The maps and diagrams which formerly hung on the walls of the lecture-room were destroyed in the fire.

D.—Portions of the authors lectured upon were prepared by the students, in the intervals between the lectures. Exercises in prose and verse were required, according to the proficiency of the student.

E.—The Faculty of Arts.

F.—Forty-eight matriculated students.

G.—The general conduct of the pupils in the class-room was good.

H.—Satisfactory.

John Ryall.

Report of the Professor of Latin.

A.—The course extended through three terms. 2. First term, seven weeks; second term, eleven weeks; third term, six weeks. Junior class, four lectures weekly; senior class, three lectures weekly; extra and third year's class, two lectures weekly.

B.—The Latin language. Text-book of lectures:—Junior class, Livy, part of fourth book; Horace, Odes, third book. Senior class, Cicero, Tusculan Disputations, third book; Juvenal, Satires, 14, 15, and 16. Extra and third year's class, Lucretius, former part of first book; Cicero, latter part of the Verrine Oration De Signis.

C.—In consequence of the fire at the College, I was unable to illustrate my lectures by reference to maps and art-collections.

D.—The students prepared a portion of the text-book for each lecture; they also wrote Latin exercises in prose and verse.

E.—Students in Arts.

F.—Fifty-one; all matriculated.

G.—Satisfactory.

H.—Satisfactory.

B. Lewis.

Appendix E.

Reports from Professors.

REPORT of the PROFESSOR of ENGLISH LITERATURE and HISTORY.

A.—1. History (November 3, March 16), two terms; Literature (November 3, March 16), two terms; Language (January 6, March 19), one term. 2. Literature, sixteen; History, seventeen; Language, ten. 3. History, three; Literature, three (two terms): Languages, three (one term). History,—Monday, Wednesday, Friday, 1–2: Literature, —Tuesday, Thursday, 12–1,—Saturday, 11–12: Language,—Tuesday, Thursday, 11–12,—Saturday, 10–11.

B.—History—European and English History; Literature—Course in Craik's Literature; Language—Course in Craik's Outlines.

C.—Bell's Tables, Spruner's Atlases.

D.—Written exercises.

E.—Arts.

F.—Language, 24. Literature, 17. History, 15.

G.—Good.

H.—Satisfactory.

WILLIAM RUSHTON.

REPORT of the PROFESSOR of MODERN LANGUAGES.

A.—The duration of the lectures was of three terms. 2. The number of weeks of lectures was of eight in the first term; fourteen in the second; and five in the third. 3. The number of lectures in the week was three in the three French classes during the session, and two in the German class during the second term.

B.—There were three courses of French Language and Literature during the session, and one of German. The first course, composed of Medical Students, comprised eighty lectures. The second course, namely, *Senior French* (Arts and Engineering), comprised also eighty lectures. The third course, namely, *Junior French* (Arts and Engineering), comprised also eighty lectures. A fourth course of German Language and Literature, comprised twenty-four lectures.

D.—The mode of instruction combines the tutorial method more especially, with the professorial. Lectures on the Syntax and comparative grammar and literature every Monday; exercises given; composition, and reading;—the text-books having been, in French, Barthe's Littèrateur Francaise; Lectures sur les Sciences, par Achille Comte; Fables de Lafontaine; Bossuet; Plays of Corneille; Molière; and Racine: in German, Schiller's Thirty Years War and Wilhelm Tell.

F.—The number of students in the *Medical French* was twenty-five, in the *Senior French*, thirty-three; in the *Junior French*, twenty-five; and the German class, eight.

G.—The attendance of the students was regular and their conduct excellent.

H.—The general condition of the lecture-room, very good.

R. DE VERICOUR.

REPORT of the PROFESSOR of CELTIC.

A.—1. The course of lectures were delivered during the second term. 2. I lectured from the first part of January to the end of the second term. 3. I delivered sixty lectures in the course of the term.

B. The lectures consisted of translating, grammatical analysis, comparative philology, sketches of ancient Irish History, topography, and *topology*. The principal text-book was Keating's History of Ireland, Haliday's edition; and extracts from ancient Manuscripts.

E.—The students were of the Faculty of Arts.

F.—Three students, who were matriculated, their attendance on the lectures was regular.

G.—The students were very respectful and well-conducted gentlemen.

H.—My lecture-room was satisfactory and well attended to.

OWEN CONNELLAN.

REPORT of the PROFESSOR of LOGIC and METAPHYSICS.

A.—On Logic and Metaphysics. 1. Logic, one term; Metaphysics, two terms. 2. Two terms, twenty weeks; one term, thirteen weeks. 3. Logic, Tuesdays and Thursdays, at two o'clock; Saturdays, at nine o'clock. Metaphysics, Tuesdays and Thursdays, at one o'clock; Saturdays, at ten o'clock.

B.—Logic, Deductive and Inductive—Aldrich, parts of Mill, Baynes, Thompson, &c. Metaphysics, History of Philosophy and Psychology; History of Philosophy of the University of France.

C.—No illustrations are used, except such as are drawn or written on the board during the course of the lectures.

D.—Both the tutorial and professorial systems are used.

E.—Logic, second year's students in arts; Metaphysics, third year's students in arts.

F.—Logic, twenty one; Metaphysics, three. Attendance very satisfactory.

G.—Conduct of students in the class-rooms unexceptionable.

H.—The lecture-room assigned to the Mental Sciences was consumed by the fire which destroyed the west wing of the College. The working of the classes has not, however, been in any way impeded thereby,

G. S. READ.

REPORT of the PROFESSOR of MATHEMATICS.

A.—Three terms, extending over the session. Lectures delivered on Mondays, Wednesdays, and Fridays, at the hours of 12, and 2, and 3, P.M. Total weekly lectures 9.

B.—Mathematics: text-books recommended are Potts' School Euclid; Todhunter's Algebra; Thomson's Trigonometry; Todhunter's Conic Sections; Todhunter's Differential Calculus; Todhunter's Integral Calculus; Boole's Differential Equations; Frost and Wolstenholme's Solid Geometry.

C.—Illustrations chiefly on the blackboard.

D.—Questions are set and the students' answers examined by the Professor weekly.

E.—Students of Arts and of Engineering.

F.—In the first year's course about 45; in the second year's about 24; in the third year's course (extra), 1.

G.—Discipline good.

H.—Somewhat imperfect, owing to the losses occasioned by the burning of the former lecture-room with its apparatus, and the occupation of a temporary one.

GEORGE BOOLE, *Professor.*

REPORT of the PROFESSOR of NATURAL PHILOSOPHY.

A.—Six courses. 1. Each course continued three terms. 2. In the first term, lectures were delivered during seven weeks; in the second, during eleven weeks; and in the third, during six weeks. 3. In each

Appendix E.
Reports from Professors.

of the honour courses, and in each of the Engineering classes, two lectures were delivered in each week. In the senior class of Experimental Physics, three lectures were delivered in each week; and in the junior, two lectures in each week.

B.—In the classes of Experimental Physics, the subjects were Mechanics, Hydrostatics, Optics, Astronomy, Heat, Magnetism, and Electricity. Text-books, Galbraith and Haughton's Manuals; Ganot Traite de Physique; Pouillet Traite de Physique. In Mathematical Physics, Newth's Mechanics; Duhamel Cours de Mechanique; Walton's Examples; Lloyd's Light and Vision; Brinkley's Astronomy. In Engineering Physics, Tate's Exercises in Mechanics; Selections from Moseley's Mechanics; De Pambour's Theory of the Steam Engine.

C.—The lectures on Physics were illustrated by experiments and diagrams.

D.—In Mathematical and Engineering Physics, the tutorial method of instruction was used, and problems proposed as exercises.

E.—The senior class of Experimental Physics was attended by students of the second year in Arts, and the second year in Engineering. The honor course of Mathematical Physics, by students of the third year in Arts; and the pass course of Mathematical Physics by students of the third year in Engineering. The class of Engineering Physics, by students of the third year in Engineering. The class of Physics (honor) by students of third year in Arts. The junior class of Experimental Physics by students of the first year in Medicine and the first year in Agriculture.

F.—Senior class of Experimental Physics, twenty-seven students; junior class of Experimental Physics, thirty; Mathematical Physics (honor), two; Mathematical Physics (Engineering, seven; Engineering Physics, seven; Experimental Physics (honor), two. The attendance was regular in all the classes.

G.—The conduct of the students was very satisfactory.

H.—The temporary arrangements for carrying on the business of the department were satisfactory.

JOHN ENGLAND.

REPORT of the PROFESSOR of CHEMISTRY.

A.—Two courses. 1. First course of three terms: in first term, eight and a-half weeks; in second term, eleven and a-half weeks; in third term, eight weeks and a-half. 2. Second course of three months' duration. In the first course were given three lectures per week, on Monday, Wednesday, and Friday, from eleven to twelve. In the second course, the practical operations in the laboratory were conducted at two, on Monday and Wednesday; and at three, on Tuesday and Thursday.

B.—First course on systematic chemistry. Subjects of lecture: the laws of combination; the history of the metallic and non-metallic substances; the theories of organic chemistry; and the description of organic compounds. The second course is entirely practical and is conducted in the laboratory. The text-books for the first course are the larger works of Kane, Graham, Regnault, and the outlines of Fownes and Gregory. For the practical course, Bowman's chemistry is used.

C.—The courses are abundantly illustrated by diagrams, drawings, specimens, and experiments.

D.—In the first course, the mode of instruction is by lectures, and the students are invited and encouraged after lectures to seek for explanation, and to discuss difficulties with the Professor. In the second

course each student works in the laboratory under the immediate superintendence of the Professor. *Appendix E.*

Reports from Professors.

E.—First course is attended by students of the Faculties of Medicine, Engineering, Agriculture, and by a few voluntary students of the Faculty of Arts.

F.—In the first course, sixty-two—matriculated fifty-eight, non-matriculated four—attended. In the practical class the number was thirty. The general attendance was good.

G.—The general conduct was very good, and state of discipline excellent.

H.—The department is temporarily accommodated in the President's house, and the practical course in the examination hall. The supply of apparatus, &c., is very good.

J. Blyth, M.D.

Report of the Professors in charge of the Course of Lectures on Medical Jurisprudence.

A.—Three months. Lectures given on Tuesday, Thursday, and Friday, at two, P.M.

B.—The subjects chiefly enlarged upon are toxicology, infanticide, injuries, wounds, and the rules regulating the admission of evidence in legal procedure. The text-books are Taylor's Medical Jurisprudence, and Taylor on poisons. The perusal of leading cases reported; as, for example, Lord Ferrer's case, Hadfield's case, the Gardner and Douglas Peerage cases.

C.—The course is illustrated by experiments when required.

D.—The method of teaching is by lectures alone.

E.—Students of the Faculty of Medicine.

F.—Twenty-two matriculated students attended the course regularly.

G.—Their conduct was very good and the discipline of the class excellent.

H.—The class of Medical Jurisprudence is at present entirely dependent upon the department of Chemistry for the apparatus and materials necessary for illustrating the toxicological portion of the course.

J. Blyth, M.D.
Michael Barry, B.L.

Report of the Professor of Natural History.

A.—One course on Zoology and Botany. 1. The course consisted of seventy lectures, and extended over three terms. 2. The first term included nearly seven; the second, eleven; and the third, more than five weeks of lectures. 3. Three lectures weekly, at 3, P.M., on Mondays, Wednesdays, and Fridays.

B.—The course embraced lectures on the Principles of Zoology and Botany, and on the Structure and Classification of Plants and Animals. The text-books used were Dallas's Natural History of the Animal Kingdom, or Knox's translation of Milne Edwards' Zoology; together with Henfrey's Elementary Course of Botany. Bentham's Handbook of the British Flora, Lindley's Descriptive Botany, and Carpenter's Principles of Comparative Physiology, were also recommended.

C.—The lectures were illustrated by reference to specimens and diagrams.

D.—The professorial method of instruction was chiefly employed.

Appendix E. Reports from Professors.

E.—The lectures were attended by Students of the third year in the Faculty of Arts, of the first year in the Department of Agriculture, and of the first year in the Faculty of Medicine.

F.—Two students in the Faculty of Arts, four in the Department of Agriculture, twenty-one in the Faculty of Medicine, and five non-matriculated students were present during the course. Five of these were disqualified for insufficient attendance.

G.—The conduct of the students was satisfactory.

H.—The general condition of the department of which the Professor has charge is efficient. The Professor is still much in want of a private room, wherein to prepare himself to meet his class. The present Natural History lecture-room is too small, but (as stated in last year's report), it has been proposed to build a larger one, opening into the museum, so that transference of such specimens as are required for illustration of the course may be freely effected, without any risk of injury. The Professor, however, trusts that this want will now very soon be supplied.

J. Reay Greene.

Report of the Professor of Geology and Mineralogy.

A.—The course of lectures given by the Professor extended over three terms; the number of weeks in the first term being seven; in the second term, twelve; and in the third, seven. The number of lectures weekly was three; the days being Mondays, Wednesdays, and Fridays, and the hour from one to two, P.M.

B.—The lectures embraced Physical Geography, Mineralogy, Geology, and Palæontology; the text-books on these subjects recommended being Hughes' Outlines of Physical Geography; Somerville's Physical Geography; Herschell's Physical Geography; Nicol's Manual of Mineralogy; Page's Elementary Text-book of Geology; Lyell's Manual and Principles of Geology; and Jukes' Manual of Geology.

C.—The lectures were illustrated by maps, diagrams, sections, and specimens.

D.—The method of lecturing was professorial, and in the latter portion of the course practical instruction was given in Geology by means of excursions.

E.—The whole of the students belonged to the Engineering Department of the Faculty of Arts.

F.—The number of students was eleven, being all matriculated students of the second year, and their attendance was marked by great regularity.

G.—The general conduct of the students during attendance on the lectures, and the state of discipline, was such as in every way to meet with the Professor's approval.

H.—With reference to the general condition of the department, as regards supplies, fitments, cleanliness, and accommodation—this is in all respects suitable to the requirements of the class.

Robert Harkness.

Report of the Professor of Civil Engineering.

A.—There are three courses of lectures given by the Professor, and one course of office work; each course extending through the three terms of the session—the first term being of eight weeks' duration; the second of twelve; and the third of four. The days of lecture were :—

First year's class.—Monday, Wednesday, and Friday, at ten, A.M. Second year's class.—Tuesday, Thursday, and Saturday, at ten, A.M. Third year's class.—Monday, Wednesday, and Friday, at twelve, noon. Office work—Office open for the classes, from ten, A.M. to two, P.M., on Tuesday, Thursday, and Saturday. The actual number of lectures given was—first year's class fifty-eight; second year's class fifty; third year's class fifty; office work fifty-three. The number of lectures being smaller than usual, partly, in consequence of the Professor's illness during the third term. The Professor may be allowed here to acknowledge Professor England's kindness in giving for him a portion of the lectures on "Strength of Materials" to the third year's class during this period.

B.—First year's class—Geometrical Drawing; text-books—Hall's Descriptive Geometry; Engineers and Machinists' Drawing Book. Second year's class—Surveying, Levelling, and Mensuration; text-books—Rankine's Civil Engineering; Williams' Geodesy. Third year's class—Civil Engineering; text-books—particular portions are pointed out by the Professor of a number of the books contained in the College library.

C.—The lectures are illustrated by reference to drawings and instruments.

D.—The tutorial or professorial methods are adopted as circumstances require, and field exercises are given to the second and third years' classes.

E.—Students in the department of Civil Engineering.

F.—First year's class.—twenty-three matriculated; second year's class.—ten matriculated and one non-matriculated; third year's class.—eight matriculated. Office—attended by all the other classes; the majority of the students attended regularly.

G.—The general conduct of the students has been very good.

H.—The fittings, supplies, &c., were of course only temporary as everything belonging to this department had been destroyed in the fire of the previous Spring. What was most necessary, however, had been replaced, so that the business of the department was not materially interfered with.

ALEXANDER JACK.

REPORT of the PROFESSOR OF AGRICULTURE.

A.— Science of Agriculture. 1. Three terms. 2. Six weeks in first, twelve in second, and five in third term. 3. Three weekly, viz.—Tuesdays, Thursdays, Saturdays; one o'clock.

B.—Application of Chemistry and Natural History, to Agriculture.

C.—Illustrated by specimens, experiments, and maps.

D.—Periodical examinations for the purpose of determining the progress of the students, with occasional visits to the Model Farm.

E.—Faculty of Arts, Department of Agriculture.

F.—Four, all matriculated.

G.—Very good.

H.—With the very important exception of the means of teaching agriculture practically, the other means have been supplied.

EDMUND MURPHY.

Appendix E.

Reports from Professors.

REPORT of the PROFESSOR of ENGLISH LAW.

A.—There were three classes. The course prescribed for each class comprised twenty-four lectures, which occupied one week in the first, three weeks in the second, and one week in the third term of the College Session. Four lectures were delivered to each class weekly, on Tuesday, Wednesday, Thursday, and Friday, at the hours of eleven, twelve, and three o'clock.

B.—The course of instruction in the class of the first year was in the elements of Real Property Law, and in Practical Conveyancing; text-book, Williams on Real Property, Blackstone's Commentaries, Stephen's and Kerr's edition, were recommended for perusal by the students.

The instruction in the class of the second year was in the law of Personal Property, Equity, and Bankruptcy, and in the application of precedents. Text-books—Williams on Personal Property; Smith's Manual of Equity. Adams on Bankruptcy, &c., and Smith's Mercantile Law, were recommended for perusal by the students.

The course of instruction in the class of the third year comprised the subjects of Common and Criminal Law. Text-books, Broom's Common Law; Smith's Leading Cases. Broom's Maxims; Roscoe on Evidence, Civil and Criminal; Taylor on Evidence; Copinger's County Courts, were recommended for perusal by the students.

C and D.—The subjects were explained by reading in class, abstracts of title, and by requiring the students to write on supposed cases for "opinions."

E.—Students in Arts and Law, and one non-matriculated.

F.—Eight: five in the class of the first, two in the class of the second, and one in the class of the third year.

G.—Uniformly good and attentive.

H.—Under this letter it does not occur to me that I have anything to report to the President.

November, 1863. MICHAEL BARRY.

REPORT of the PROFESSOR of JURISPRUDENCE and POLITICAL ECONOMY.

A.—Three courses of lectures, viz.:—Political Economy for Arts students of the third year; Jurisprudence for Law students of the first year; and Civil Law for Law students of the second year. 1. Arts students, two terms. Law students, two terms. 2. Three. 3. Four.

B.—Jurisprudence.—Elements of the subject; Principles of Criminal Law. Requisites of fair penal trial; Trial by Jury; Direct and Circumstantial Evidence; History of rights of Testamentary Bequest; proper functions of Government and Centralization; Representative Government, &c. Political Economy.—Nature and distribution of wealth; Principles which regulate rent, wages, and profits; Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking. Adam Smith's Wealth of Nations; Senior's Political Economy; Longfield's ditto; Longfield's Lectures on Commerce; Huskisson—The Question Stated; Reddie—Inquiries in the Science of Law; John Stuart Mill's Political Economy; Richard H. Mills' Lectures on Currency and Banking; Institutes of Justinian; Grapnel on the Roman Law.

C.—None.

D.—In Jurisprudence, from the scarcity of text-books, there is very little tutorial instruction, except, by examination from time to time

in the lectures delivered by the Professor. In Political Economy the course is commenced with examinations in prescribed portions of the text-books; the continuance of this mode of instruction depends on the attainments and capabilities of the class. The lectures delivered by the Professor are then proceeded with, and there is daily a considerable amount of tutorial instruction by examination and discussion of the topics connected with the subject.

E.—Political Economy, third year's Arts; Jurisprudence, first year's Law; Civil Law, second year's Law.

E.—Political Economy, six, matriculated; Jurisprudence, four, matriculated; Civil Law, two, matriculated.

G.—Very good.

H.—In consequence of the burning of the wing of the College in which the lecture-rooms were situated, the accommodation was necessarily of a temporary character.

December 4, 1863. R. H. Mills.

Report of the Professor of Anatomy and Physiology.

A.—Two courses delivered daily (Saturday excepted), during the Medical Session; Anatomy and Physiology, at one o'clock; Anatomical Demonstrations at twelve o'clock; the course of Anatomy and Physiology consists of one hundred and twenty lectures; examinations were held on Saturdays.

B.—One course is entitled Anatomy and Physiology; the other course, Anatomical Demonstrations and Dissections, or Practical Anatomy; the dissections performed by the students are superintended by the Professor of Anatomy and Physiology, and by his assistant, Dr. Shinkwin, Demonstrator of Anatomy.

The course of Anatomy and Physiology comprehends the following subjects:—

1. Nature of life and organization; general description of the vital functions; general and special description of the textures of the human frame; development of tissues and all other branches of Histology; composition of the fluids, viz., the blood, lymph, chyle, saliva, gastric juice, bile, &c.

2. Physiological Anatomy of the organs of support and locomotion, circulation, respiration, digestion, chylification, absorption, secretion, excretion, reproduction; the brain and its membranes; spinal cord and its membranes; the ganglia and nerves; the organs of touch, smell, vision, hearing, taste; organ of voice, &c.

3. The course comprehends all branches of Human Physiology; various subjects comprised in it are elucidated by reference to comparative Anatomy and Physiology.

The course of Anatomy, Histology, and Physiology, is illustrated by the constant use of the microscope.

The course of Anatomical Demonstrations includes the special description of the bones, joints, ligaments, arteries, veins, nerves, viscera, membranes and fasciæ; it also embraces Regional and Surgical Anatomy.

The text-books are the following, viz.:—Todd and Bowman on Physiology, &c.; Carpenter's Human and Comparative Physiology; Valentin's Physiology; Kirk's Handbook of Physiology; Quain's Anatomy, by Drs. Sharpey and Ellis; Harrison's Anatomy; Wilson's Vade Mecum; Gray's Anatomy; Ellis's Demonstrations; Corbett on the

Appendix E. Reports from Professors.

Arteries; Kölliker, Gerber, Queckett, and Hassal, on Microscopic Anatomy.

C.—The lectures are illustrated by recent and prepared dissections, by charts, plates, diagrams, and anatomical preparations. Minute Anatomy of the tissues is illustrated by microscopical preparations.

The principles of Physiology are elucidated by experiments instituted upon animals, when deemed necessary.

D.—The students are examined, *vivâ voce*, upon the subjects treated of in the course; examinations are held on Saturday, in order that there should be no loss of lectures on other days of the week. Written replies to questions proposed in those classes have been resorted to, chiefly at the sessional examinations, which take place in May, and at the examinations held in October for Medical Scholarships.

E.—These courses have been attended only by students of Medicine and Surgery.

F.—Total number of Anatomical Students, one hundred and three, viz., matriculated, ninety-one; non-matriculated, twelve. The course of Anatomy and Physiology was attended by sixty-nine students. The course of Practical Anatomy was also attended by sixty-nine students.

G.—The students have attended the Professor's lectures with great regularity.

H.—The supplies of preparations, plates, charts, and diagrams are good, but it is extremely important, that additions should be made to the Anatomical collections, and that a proper Museum should be constructed. The rooms are kept in a state of cleanliness.

As the absolute necessity for increased accommodation has been so recently represented to the Government by the President and the Council, it seems needless to introduce the subject into the present report.

November 28, 1863. J. H. Corbett.

Report of the Professor of Practice of Medicine.

A.—A course of lectures on the Practice of Physic extending over two terms, comprising altogether about sixty lectures.

B.—The subject of the lectures embraces the entire Theory and Practice of Medicine, commencing with Fevers; next Cerebral Diseases; then Affections of the Lungs and Heart; after which, the Diseases of Organs situated in the Abdominal Cavity are treated of; and finally, such diseases as cannot be included under any of these heads. The text books are—Watson's Lectures on the Practice of Physic; Aitken's Science of Medicine; Simon's Lectures on Pathology.

C.—The lectures are illustrated by a reference to plates and morbid specimens.

D.—Portions of one of the text books are set off for examination weekly.

E.—Students of the medical faculty alone attend the lectures.

F.—The number of matriculated students is thirty; the number of non-matriculated is two; the regularity of attendance is very good.

G.—The conduct and discipline of my class is most exemplary.

H.—All the arrangements are only temporary, owing to the burning of the College.

D. C. O'Connor, M.D.

Report of the Professor of Surgery.

A.—1. Sixty lectures; Principles and Practice of Surgery. 2. The Medical Session of six months. 3. Monday, Wednesday, and Friday, three o'clock.

B.—The course embraced every department of surgery. The text books—Millar's, Pirrie's, Cooper's, Ericlisen's, Chelius', Druitt.

C.—The lectures were illustrated by specimens, preparations, instruments, and surgical apparatus.

D.—The lectures were not tutorial.

E.—The students in medicine.

F.—Forty-five. Attendance of the students was regular.

G.—The conduct of the students was invariably good, and the discipline exemplary.

H.—The business of the department was carried on under temporary arrangements in consequence of the fire.

Denis B. Bullen, M.D.

November 20, 1863.

Report of the Professor of Midwifery.

A.—Midwifery. Six months' course. Over sixty lectures. Three lectures weekly, Monday, Wednesday, and Friday; four o'clock.

B.—Midwifery. Physiology of the functions of reproduction and gestation; Parturition in its various bearings, theoretical and practical. Diseases of childbed, and of infants.

C.—Diagrams, casts, models, preparations, &c.

D.—

E.—Medical.

F.—Matriculated, twenty-eight; non-matriculated, one—total, twenty-nine. General attendance good.

G.—By no means so good as in former years; some honourable exceptions.

H.—Good, considering present disadvantages.

J. R. Harvey.

Report of the Professor of Materia Medica.

A.—Six months' course. Twenty-six weeks. Three lectures a-week, Tuesday, Thursday, and Friday, from two to three, P.M.

B.—Materia Medica and Therapeutics, comprising the general outline of the action of medicine, and the particular description of the individual substances employed; their actions, uses, and applications. Text-books—the treatises on Materia Medica of Pereira, Royle, Oesterlin, Clarus, Trousseau, and Pidoux.

C.—Illustrated by diagrams, microscopical demonstrations, and plants from the College Botanical Garden.

D.—Special instruction in the manner above stated.

E.—Students of the Faculty of Medicine.

F.—Thirty-three students, of whom only two non-matriculated.

G.—General conduct very good.

H.—At present a complete want of fitments and apparatus, owing to loss by late fire: specimens of materia medica and chemicals being all that I was enabled to procure.

Purcell O'Leary.

Appendix F.

APPENDIX F.

List of successful Candidates.

LIST of UNIVERSITY DEGREES, DIPLOMAS, and HONORS, obtained by CANDIDATES from QUEEN'S COLLEGE, CORK, at the COMMENCEMENT in JUNE and OCTOBER, 1863.

DEGREE OF M.D.

Third Class:—Thomas G. Bolster.

Unclassed:
James Barry.
John T. Hartland.
Eugene M'Sweeney.
Eugene O'Brien.

Unclassed—*continued.*
Pierce J. Power, B.A.
Ferdinand Albert Purcell.
James J. Ryan.

DEGREE OF M.A.

Unclassed:—Denis Keogh.

DEGREE OF B.A.

Second Class:
James M. Beamish, Second Class in Classics.
Michael O'Brien, Second Class in Logic, English Language, Literature, History.

Third Class:—
Thomas Kelly, Third Class in Logic, History, and Political Economy.
Thomas Ryan, Third Class in Classics.

Unclassed:
Isaac Barnes
John E. Clanchy.
Humphrey Donovan.
James M'Connell.

Unclassed—*continued.*
John M'Sweeney.
William O'Keeffe.
Robert V. Power.
Edmond Townsend.

DIPLOMA IN ENGINEERING.

Unclassed:
William Hunter.
Michael Mullein.

Unclassed—*continued.*
William Quarry.

FIRST EXAMINATION IN MEDICINE.

Third Class:—Patrick Heas.

Unclassed:
Frederick Daly.
Humphry Gillespie.
Richard M. Graham.
George Hare.
Henry M'N. Jones.

Unclassed—*continued.*
John W. M'Carty.
Patrick O'Keeffe,
Ferdinand Albert Purcell.
Parker Smith.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

First Class:—William Quarry.

Second Class:—John Kehoe.

Unclassed in Engineering:
Thomas M. Beamish.
Charles Burke.
Robert Fair.
Robert Fogarty.
William Hunter.

Unclassed in Engineering—*continued.*
George H. Moore.
Michael J. Mullein.
James O'Brien.
Henry Sheneahen.

FIRST UNIVERSITY EXAMINATION IN ARTS.

First Class:
William M. Barry.
James Beamish.
Thomas Kelly.
John M'Sweeney.
Michael O'Brien.
William O'Keeffe.
Thomas Ryan.
James M'Connell.

Second Class:
Isaac Barnes.
John E. Clanchy,
Humphrey Donovan.
Edmond Townsend.

Unclassed:
Richard Martin.
Robert V. Power.

EXHIBITION FOUNDED BY PUBLIC SUBSCRIPTION.

Awarded at First University Examination in Arts:—
Thomas Ryan, First, £20 for three years.

Awarded at First University Examination in Engineering:—
William Quarry, Second, £15 a-year for two years.

APPENDIX G.

Regulations regarding Competition for the Special Prizes.

Resolution of Council, Regulations, and Papers of Questions for the Special Prize Examination.

Order of Council, November, 1862.—That £80 be appropriated for Prizes, on the same conditions as agreed to on the 24th of November, 1860, viz. :—

Three prizes of £40, £25, and £15 respectively, will be offered for competition during the Session 1860-61 to Matriculated Students of the Queen's Colleges, of not less than two and not more than five years' standing.

The examination will include all the literary and scientific subjects of the Arts undergraduate course ; marks being assigned to the several subjects such that the aggregate shall not exceed 6,100, of which 3,000 will be assigned to literary and 3,100 to scientific subjects.

In order to qualify a candidate for the prize of £40, he shall have obtained an aggregate of at least 2,000 marks. The qualification for the prize of £25 will be an aggregate of at least 1,750 marks, and for the prize of £15 an aggregate of at least 1,500 marks.

Unless a candidate shall obtain at least one-sixth of the number of marks assigned to any subject, he shall not obtain any credit for that subject in the aggregate of his marks.

The examination for these prizes will take place towards the close of the second term of session 1861-62. Every candidate for any of these prizes shall at the time of competition be a *bonâ fide* student of the Queen's College, Cork, *i.e.* shall have been in attendance during the previous part of the Session on at least *one* course of lectures.

Scale of Marks for Special Prizes.

	Marks.		Marks.
Mathematics, pure and mixed,	1,000	English Literature,	300
Physics,	300	Mediæval History,	300
Chemistry,	300	English Language and Composition,	300
Zoology and Botany,	300	Greek Language, Literature, and History,	600
Geology and Mineralogy,	300	Roman Language, Literature, and History,	600
Logic,	300	German Language,	300
Metaphysics,	300	Italian Language,	300
Political Economy,	300	French Language,	300
Total,	3,100	Total,	3,000

Robert J. Kenny, *Registrar.*

First prize, of £40 was awarded to Mr. Michael O'Brien; the second, of £25, not awarded ; the third, of £15, awarded to Mr. James Beamish.

Extra Prize.

Extra Prize.

Translate :—

(A.) Plato—*The Republic*, Book III.

Τὰ μὲν δὴ περὶ θεούς, ἦν δ' ἐγώ, τοιαῦτ' ἄττα, ὡς ἔοικεν, ἀκουστέον τε καὶ οὐκ ἀκουστέον εὐθὺς ἐκ παίδων τοῖς θεούς τε τιμήσουσι καὶ γονέας τήν τε ἀλλήλων φιλίαν μὴ περὶ σμικροῦ ποιησομένοις. Καὶ οἶμαί γ', ἔφη, ὀρθῶς ἡμῖν φαίνεσθαι. Τί δὲ δή ; εἰ μέλλουσιν εἶναι ἀνδρεῖοι, ἆρ' οὐ ταῦτά τε

Appendix G.

Extra Prize.

λεκτέον καὶ οἷα αὐτοὺς ποιῆσαι ἥκιστα τὸν θάνατον δεδιέναι ; ἢ ἡγεῖ τινά ποτ' ἂν γενέσθαι ἀνδρεῖον, ἔχοντα ἐν αὑτῷ τοῦτο τὸ δεῖμα ; Μὰ Δία, ἦ δ' ὅς, οὐκ ἔγωγε. Τί δέ ; τὰν Ἅιδου ἡγούμενον εἶναί τε καὶ δεινὰ εἶναι οἴει τινὰ θανάτου ἀδεῆ ἔσεσθαι καὶ ἐν ταῖς μάχαις αἱρήσεσθαι πρὸ ἥττης τε καὶ δουλείας θάνατον ; Οὐδαμῶς. Δεῖ δή, ὡς ἔοικεν, ἡμᾶς ἐπιστατεῖν καὶ περὶ τούτων τῶν μύθων τοῖς ἐπιχειροῦσι λέγειν, καὶ δεῖσθαι μὴ λοιδορεῖν ἁπλῶς οὕτως τὰ ἐν Ἅιδου, ἀλλὰ μᾶλλον ἐπαινεῖν, ὡς οὔτ' ἀληθῆ λέγοντας οὔτ' ὠφέλιμα τοῖς μέλλουσι μαχίμοις ἔσεσθαι. Δεῖ μέντοι, ἔφη. Ἐξαλείψομεν ἄρα, ἦν δ' ἐγώ, ἀπὸ τοῦδε τοῦ ἔπους ἀρξάμενοι πάντα τὰ τοιαῦτα,

βουλοίμην κ' ἐπάρουρος ἐὼν θητευέμεν ἄλλῳ
ἀνδρὶ παρ' ἀκλήρῳ ——
ἢ πᾶσιν νεκύεσσι καταφθιμένοισιν ἀνάσσειν·

καὶ τὸ

οἰκία δὲ θνητοῖσι καὶ ἀθανάτοισι φανείη
σμερδαλέ', εὐρώεντα, τά τε στυγέουσι θεοί περ·

καὶ

ὦ πόποι, ἦ ῥά τις ἔστι καὶ εἰν Ἀΐδαο δόμοισι
ψυχὴ καὶ εἴδωλον, ἀτὰρ φρένες οὐκ ἔνι πάμπαν.

(B.) Æschylus—*Agamemnon*, vv. 617 to 638.

εὔφημον ἦμαρ οὐ πρέπει κακαγγέλῳ
γλώσσῃ μιαίνειν· χωρὶς ἡ τιμὴ θεῶν.
ὅταν δ' ἀπευκτὰ πήματ' ἄγγελος πόλει
στυγνῷ προσώπῳ πτωσίμου στρατοῦ φέρῃ,
πόλει μὲν ἕλκος ἓν τὸ δήμιον τυχεῖν,
πολλοὺς δὲ πολλῶν ἐξαγισθέντας δόμων
ἄνδρας διπλῇ μάστιγι, τὴν Ἄρης φιλεῖ,
δίλογχον ἄτην, φοινίαν ξυνωρίδα,
τοιῶνδε μέντοι πημάτων σεσαγμένον
πρέπει λέγειν παιᾶνα τόνδ' Ἐρινύων.
σωτηρίων δὲ πραγμάτων εὐάγγελον
ἥκοντα πρὸς χαίρουσαν εὐεστοῖ πόλιν,
τῶς κεδνὰ τοῖς κακοῖσι συμμίξω, λέγων
χειμῶν' Ἀχαιῶν οὐκ ἀμήνιτον θεοῖς ;
ξυνώμοσαν γὰρ, ὄντες ἔχθιστοι τὸ πρὶν,
πῦρ καὶ θάλασσα, καὶ τὰ πίστ' ἐδειξάτην
φθείροντε τὸν δύστηνον Ἀργείων στρατόν.
ἐν νυκτὶ δυσκύμαντα δ' ὠρώρει κακά.
ναῦς γὰρ πρὸς ἀλλήλαισι Θρῃκιαι πνοαὶ
ἤρεικον· αἱ δὲ κεροτυπούμεναι βίᾳ
χειμῶνι τυφῷ ξὺν ζάλῃ τ' ὀμβροκτύπῳ,
ᾤχοντ' ἄφαντοι, ποιμένος κακοῦ στρόβῳ.

N.B.—Additional credit will be given for judicious notes.

Extra Prize.

History and Geography.

1. Compare the Athenian and Lacedæmonian constitutions, as affecting national strength and prosperity.

2. Give a short account of the constitution and functions of the Council of Amphictyons.

3. Describe the positions of the following places:—Artemisium, Amphissa, Ægospotami, Deceleia.

Translate the following sentences into Greek; noticing the idioms which they respectively serve to illustrate:—

1. Had it not been for his friends, not only would he have been deprived of his property, but he would not even have been alive.

2. So far from being intimately acquainted with him, I have never set eyes on him, that I can remember.

3. If I do not find him at home to-day, I shall not visit his house again, for ten days, on the supposition that he has left town.

4. In short, men can secure scarcely any of those things that are useful for the support of life, without fire.

5. Nihil impedit quominus id verum sit.

6. I should be very glad to accompany you to the entertainment, on condition of being allowed to leave, when so inclined.

7. I think that he, who does not know what is law, would not justly enjoy this commendation.

8. Legisti, sed non intellexisti; nam si intellexisses, neutiquam condemnasses.

9. He asked me whether he ought to obey man, rather than God.

10. We taught you to shoot at a mark, to the end that now you might not hurt your friends, and that if war ever arose, you might be able also to aim at men.

Translate into Greek verse:—

All good people,
You that thus far have come to pity me,
Hear what I say, and then go home and lose me.
I have this day received a traitor's judgment,
And by that name must die; yet, Heaven bear witness,
And, if I have a conscience, let it sink me,
Even as the axe falls, if I be not faithful!
The law I bear no malice for my death,
It has done, upon the premises, but justice;
But those that sought it, I could wish more Christians;
Be what they will, I heartily forgive them.

John Ryall, *Examiner.*

Latin.

Translate:—

Cicero—*Ad Atticum*, II., 15.

Ut scribis, ita video non minus incerta in re publica quam in espistola tua, sed tamen ista ipsa me varietas sermonum opinionumque delectat. Romae enim videor esse, quum tuas litteras lego, et, ut fit in tantis rebus, modo hoc, modo illud audire. Illud tamen explicare non possum, quidnam invenire possit nullo recusante adfacultatem agrariam. Bibuli autem ista magnitudo animi in comitiorum

Appendix G. Extra Prize.

dilatione quid habet nisi ipsius iudicium sine ulla correctione rei publicae? Nimirum in Publio spes est. Fiat, fiat tribunus pl., si nihil aliud, ut eo citius tu ex Epiro revertare. Nam, ut illo tu careas, non video posse fieri, praesertim si mecum aliquid volet disputare. Sed id quidem non dubium est, quin, si quid erit eius modi, sis advolaturus. Verum ut hoc non sit, tamen seu ruet seu eriget rem publicam, praeclarum spectaculum mihi propono, modo te consessore spectare liceat. Quum haec maxime scriberem, ecce tibi Sebosus! Nondum plane ingemueram: "Salve," inquit Arrius. Hoc est Roma decedere? Quos ego homines effugi, quum in hos incidi?

LUCRETIUS, VI., 1181.

Multaque praeterea mortis tum signa dabantur,
Perturbata animi mens in maerore metuque,
Triste supercilium, furiosus voltus et acer,
Sollicitae porro plenaeque sonoribus aures,
Creber spiritus aut ingens raroque coortus,
Sudorisque madens per collum splendidus umor,
Tenvia sputa minuta, croci contacta colore
Salsaque, per fauces raucas vix edita tussi.
In manibus vero nervi trahere et tremere artus;
A pedibusque minutatim succedere frigus
Non dubitabat: item ad supremum denique tempus
Conpressae nares, nasi primoris acumen
Tenve, cavati oculi, cava tempora, frigida pellis
Duraque, inhorrescens rictum, frons tenta tumebat.

1. Explain the following phrases:—Testamentum inofficiosum edictum tralaticium, lapis redivivus, damnum, infectum, subsortitio judicum.

2. S.P.F.—D.M.S.—B.M.—DISP.—V.S.L.L.M.—What is the meaning of these abbreviations in inscriptions?

3. How are Pan, Mercury, and Bacchus represented in ancient works of art? Illustrate your statements by quotations from the Roman poets.

4. How do you account for the success of the Romans in the Punic Wars?

5. Give the dates of the Licinian Rogations, the arrival of Pyrrhus in Italy, the battle of Pydna, and the murder of Cæsar.

6. Explain the construction of impersonal verbs in Latin.

Translate into Latin:—

I would therefore propose the following methods to the consideration of such as would find out their secret faults, and make a true estimate of themselves. In the first place, let them consider well what are the characters which they bear among their enemies. Our friends very often flatter us, as much as our own hearts. They either do not see our faults, or conceal them from us, or soften them by their representations, after such a manner that we think them too trivial to be taken notice of. An adversary, on the contrary, makes a stricter search into us, discovers every flaw, and imperfection in our tempers, and though his malice may set them in too strong a light, it has generally some ground for what it advances.

Translate into Latin verse:—

Thus talking hand in hand alone they pass'd
On to their blissful bower; it was a place

Chos'n by the sov'reign planter, when he fram'd
All things to man's delightful use; the roof
Of thickest covert was inwoven shade,
Laurel and myrtle, and what higher grew
Of firm and fragrant leaf: on either side,
Acanthus, and each odorous bushy shrub
Fenc'd up the verdant wall; each beauteous flower,
Iris all hues, roses and jessamine,
Rear'd high their flourish'd heads between and wrought
Mosaic; underfoot the violet,
Crocus, and hyacinth, with rich inlay
Broider'd the ground, more colour'd than with stone
Of costliest emblem.

B. Lewis, *Professor.*

Special Prizes.—French.

Special Prizes.

Translate into French:—

"Among those who sustained the truth of Christianity by argument, rather than authority, the first place, both in order of time and of excellence, is due to Pascal, though his thoughts were not published till 1670, some years after his death, and, in the first edition, not without suppressions. They have been supposed to be fragments of a more systematic work that he had planned, or perhaps only reflections committed to paper, with no design of publication in their actual form. But, as is generally the case with works of genius, we do not easily persuade ourselves that they could have been improved by any such alteration as would have destroyed their type. They are at present bound together by a real coherence through the predominant character of the reasonings and sentiments, and give us every thing that we could desire in a more regular treatise, without the tedious verbosity which regularity is apt to produce. The style is not so polished as in the 'Provincial Letters,' and the sentences are sometimes ill-constructed and elliptical. Passages almost transcribed from Montaigne have been published by careless editors as Pascal's; but the 'Thoughts of Pascal' are to be ranked, as a monument of his genius, above the 'Provincial Letters,' though some have asserted the contrary. They burn with an intense light; condensed in expression, sublime, energetic, rapid, they hurry away the reader till he is scarcely able or willing to distinguish the sophisms from the truth they contain. Pascal had, probably, not read very largely, which has given an ampler sweep to his genius. Except the Bible and the writings of St. Augustin, the book that seems most to have attracted him was the 'Essays of Montaigne;' yet no men could be more unlike in personal dispositions and in the cast of their intellect. But Pascal, though abhorring the religious and moral carelessness of Montaigne, found much that fell in with his own reflections in the contempt of human opinions, the perpetual humbling of human reason, which runs through the bold and original work of his predecessor."—Hallam.

1. Which are the earliest monuments of the history of French literature?
2. Which are considered Racine's best plays?
3. Give your appreciation of the genius of Corneille.
4. State in what department of literature France is especially distinguished.

Appendix G.

Special Prizes.

Special Prizes.—Italian.

Translate into Italian:—

When I was a child, of seven years of age, my friends, on a holiday, filled my pockets with coppers. I went directly to a shop where they sold toys for children; and, being charmed with the sound of a whistle that I saw on the way in the hands of another boy, I voluntarily offered him all my money for one. I then came home, and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers, and sisters, and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth. This put me in mind what good things I might have bought with the rest of the money; and they laughed at me so much for my folly, that I cried with vexation, and the reflection gave me more chagrin than the whistle gave me pleasure.—Franklin.

1. State what you know of the life and times of Tasso; compare his *Gerusalemme Liberata* with other epics.

Special Prizes—English Language.

1. Inquire what practical advantage is derived from studying the history, and the etymological laws of the English language.
2. Distinguish between the *root* of a word and the *stem* (otherwise called the "crude-form," "ground-form," or "declinable form.")
3. Give tabular views of the pronominal adverbs, in the Latin and the English languages, respectively.
4. Trace the forms of the pronoun *he*, *heó*, *hit*, from the Anglo-Saxon to the present language; and prove that, in regard to some forms of this pronoun, our modern usage exhibits gross violations of the old grammar.
5. Some words, from the time of Shakespeare downwards, have undergone change of signification; give a list of such words, and quote examples of the older meaning.
6. What rules and cautions are to be observed—

   (*a*) In the use of "ordinary" and "unusual" words:
   (*b*) In the employment of metaphorical language?

7. Compare the "continuous" style with the "reflex" or "periodic."
8. What connexion exists between the periodic style and the antithetical?
9. Distinguish between rhythm and metre. To what extent may rhythm be admitted in prose?

William Rushton, *Professor.*

Special Prizes.—History.

General Questions.

1. What are the uses of historical study?
2. Enumerate the principal sources of historical evidence. What kind, and what amount of historical evidence may be derived from Inscriptions, Coins, and Medals?
3. What style of writing is best suited to historic narrative?

Questions on the History of Modern Europe.

4. What was the extent of the Roman Empire in the middle of the second century?

5. According to Tacitus, what was the relation between the *principes* and *comites*, among the ancient Germans? What inferences, bearing upon the feudal system, may be drawn from his statement?

6. What were the general results of the Barbaric invasion of Europe?

7. Give a brief account of the Arabian conquests in the seventh century.

8. What services were rendered by the Carolingian family in checking the Arabian invasion, and establishing settled order in Europe?

9. Give a brief analysis of the Feudal System.

10. May the Crusades be regarded as the reaction of Europe against Asiatic aggression? Estimate the political and social consequences of the Crusades.

Questions on the History of England.

11. Distinguish the classes of society among the Anglo-Saxons, explaining the terms *ealdorman*, *eorl thane*, and *ceorl*.

12. In what respects did Anglo-Norman feudalism differ from that of the continent?

13. State the principal points at issue in the contest between Henry II. and Thomas à Becket.

14. Trace the progress of liberty from Magna Charta to the Bill of Rights.

15. When was Parliamentary Government established in England?

16. Narrate the circumstances which led to the deposition of Richard II.

17. Explain the allusions in the following passages:—

(*a*) I, Pandulph, of fair Milan cardinal,
And from Pope Innocent the legate here,
Do, in his name, religiously demand,
Why thou against the church, our holy mother,
So wilfully dost spurn; and, force perforce,
Keep Stephen Langton, chosen Archbishop
Of Canterbury, from that holy see?

(*b*) Cousin, away for England; haste before:
And, ere our coming, see thou shake the bags
Of hoarding abbots; imprisoned angels
Set at liberty.

(*c*) If that come short
Our substitutes at home shall have blank charters;
Whereto, when they shall know what men are rich,
They shall subscribe them for large sums of gold.

(*d*) England bound in with the triumphant sea,
Whose rocky shore beats back the envious seige
Of watery Neptune, is now bound in with shame,
With inky blots, and rotten parchment bonds.

(*e*) Not all the water in the rough rude sea
Can wash the balm from an anointed king:
The breath of worldly men cannot depose
The deputy elected by the Lord:

Appendix G.

Special Prizes.

For every man that Bolingbroke hath pressed
To lift shrewd steel against our golden crown,
God for his Richard hath in heavenly pay
A glorious angel; then, if angels fight,
Weak men must fall; for heaven still guards the right.

18. What results followed from the dissolution of the monasteries in the reign of Henry VIII.?

19. What leading principles were involved in the contest between Charles I. and his Parliament?

20. What were the political and social effects of the Restoration of Charles II.?

SPECIAL PRIZE.—ENGLISH LITERATURE.

1. Review the old English and Norman-French literature down to Piers Ploughman and Chaucer.

2. Sketch the characters of the Squier, the Prioresse, the Limitour, and the Clerk of Oxenforde, as portrayed in the Prologue to the "Canterbury Tales."

3. Show that epic and dramatic poetry arose in Europe, independently of the classical epos and drama.

4. Trace the rise and progress of the European drama.

5. Defend the European (or romantic) drama, as represented by Shakespeare, from the animadversions of the classical school.

6. Enumerate the elements of poetry. Specify the various senses in which the term *imagination* has been used by literary critics; and inquire what ambiguity has arisen from a vague use of the term.

7. What are the characteristics of Spenser's poetry? Are there any defects in the construction of his "Faerie Queene?"

8. Characterize the prose style of Bacon, Hobbes, and Locke.

9. Give instances of rhythmical prose from Hooker, Milton and Sir Thomas Browne.

10. What was the state of dramatic literature in the reign of Charles II.? Review, briefly, the career and influence of Dryden as a dramatic author.

11. What is understood by the "correct" school of poetry? Consider the writers of this school from Denham and Waller to Pope.

12. What are the principal objections which have been urged against the correct school; and what is the value of those objections?

13. Give some account of Addison and the essayists of the eighteenth century.

14. Review the course of English poetry from Cowper to Wordsworth.

15. Explain the following passages, adding grammatical remarks upon the words in italics:—

(*a*) To serve *halwes couthe* in sondry londes.

(*b*) Ful often time he hadde the bord begonne
Aboven alle nations in Pruce.

(*c*) He *yave* not of the text a pullet hen,
That saith, that hunters *ben* not holy men.

(*d*) A sergeant of the lawe *ware* and wise,
That often hadde *yben* at the parvis,
Ther was also.

(*e*) He kept his patient a full gret *del*
In houres by his magike naturel.

(*f*) Gat-tothed was she, sothly *for to* say.

(*g*) And yet he had a thomb of gold *parade.*

16. Give a modern version, in prose or metre, of this extract:—

He sette not his benefice to hire,
And lette his shepe acombred in the mire,
And ran unto London, unto Seint Poules,
To seken him a chanterie for soules,
Or with a brotherhede to be withold:
But dwelt at home, and kepte wel his fold,
So that the wolf ne made it not miscarie:
He was a shepherd, and no mercenarie.
And though he holy were, and vertuous,
He was to sinful men not dispitous,
Ne of his speche dangerous ne digne,
But in his teaching discrete and benigne.
To drawen folk to heven, with fairnesse,
By good ensample, was his besinesse:
But it were any person obstinat,
What so he were of highe, or low estat,
Him wolde he snibben sharply for the nones,
A better preest I trow that nowher non is.
He waited after no pompe ne reverence,
Ne maked him no spiced conscience;
But Criste's lore, and his apostles twelve,
He taught, but first he folwed it himselve.

WILLIAM RUSHTON, *Professor.*

SPECIAL PRIZE EXAMINATION.—LOGIC.

1. How far is it necessary in Logic to analyze the different operations of the mind employed in reasoning?

2. For what purposes is the method of division by means of the particular infinitans "non" useful in logic?

3. Explain the principle upon which the system of Predicables, adopted by Aldrick, is based. Can you suggest any other?

4. Compare deductive with inductive definition; with how many degrees of exactness can the latter process be performed?

5. Under what head of fallacies should you class breaches of the laws of opposition and conversion; and why?

6. Examine Mill's account of the nature of syllogistic inference.

7. Are there any *really* new modes introduced by Sir W. Hamilton? If so, are they of any value?

8. What does Dr. Whately mean by the *consequentia* in hypothetical propositions? Is his explanation of the difficulty satisfactory?

9. Give the canon and explain the nature of the inference in the conjoint method of agreement and difference

10. Why must the methods of "*observation*" and of "experiment" be incompetent to deal with phenomena to which the "experimental methods" are inapplicable?

11. Define a "Law of Nature" in its strictest signification. In how many ways are laws of nature said to be explained?

Appendix G. Special Prizes.

12. Explain *fully* Mill's classification of fallacies upon "evidence distinctly conceived."

13. Discriminate between arguments based under true and false analogies respectively.

14. What objections have been made to the necessity of Mathematical reasoning? Are they valid?

15. What are the different accounts given of the *form* of the inductive syllogism? Which do you prefer, and why?

SPECIAL PRIZE.—METAPHYSICS.

1. To what head of fallacies would you refer the Idola Theatri of Bacon?

2. Explain the theories of "pre-established harmony" and of "occasional causes." How do you account for their introduction?

3. What was Hobbes' theory of perception?

4. Discuss the theory that the feeling of compassion is of selfish origin.

5. Examine Cousin's objection to Locke, that he inquires into the origin of our ideas before ascertaining their number, character, &c.

6. Criticise Berkeley's theory of matter.

7. What are Hume's and Mill's theory of the origin of our ideas of cause and effect? Are they correct?

8. Explain the philosophical import of Reid's appeal to common sense. Under what conditions is it legitimate?

9. By what arguments does Kant prove that our idea of space must be a priori.

10. What is meant by paralogisms of pure reason? Why are they discussed by Kant?

11. Prove that perception and sensation are always in an inverse ratio to each other?

12. Discriminate between the retentive, representative, and reproductive faculties.

13. How far do the idealists and the natural realists agree with and differ from each other?

14. Show the necessity for a science of Metaphysics.

15. How is metaphysics related to logic and to psychology.

G. S. READ, *Professor.*

SPECIAL PRIZE.—ZOOLOGY.

1. What points of resemblance exist between the ganoid and selachian fishes?

2. Compare the kidney of birds with that of mammals.

3. Define the classes of the *Molluscoida.*

4. What characters distinguish the Beroid *Medusæ* (*Ctenophora* or *Ciliograda*)?

5. Describe the chief modifications of the respiratory apparatus among the marine gasteropods.

SPECIAL PRIZE.—BOTANY.

1. Compare, as to the mode of formation of their reproductive elements, a fern and a moss.

2. Describe the flower of the common violet.

3. Define any one of the following families:—*Amaryllideæ, Loranthaceæ, Ericaceæ, Malsaceæ.* *Appendix G.* Special Prizes.

4. Refer the following genera to their respective groups:—*Althæa, Mimosa, Fraxinus, Viscum, Butomus, Isoëtes.*

5. What structural peculiarities distinguish the corolla in orchids?

J. Reay Greene.

APPENDIX H.

Appendix H.

Report of the Curator of the Museum.

Special Reports and Form of Return from—

No. 1. Curator of the Museum.

Return to be furnished by the Curator of the Museum, for the official information of the President, and to be sent in to the Registrar on or before the 1st day of December, 1863, for Session 1862–63.

1. Number and description of the department or division of which the Museum consists.

2. Number and general nature of the objects or specimens in each division of the Museum.

3. Number and nature of the objects obtained within the official year 1862–63.

4. General note of objects of interest obtained since March the 31st, 1863.

5. Condition and arrangement of the Museum, progress of classification, and cataloguing the specimens.

6. Conditions of the Museum as to fitments, cases, and other material appliances for rendering the Museum available for exhibition and instruction.

7. Conduct and discipline of the students in regard to the Museum.

8. Condition of cleanliness and attendance.

The observations of the Curator are to be numbered and separated as above according to the heads to which they refer.

Signed by order of the President,

R. J. Kenny, *Registrar.*

Return of the Curator of the Museum, for the official information of the President, for the Session 1862–63.

1. There are in the Museum of Queen's College, Cork, five distinct divisions, viz.:—One appertains to Botany, one to Zoology, one to Mineralogy, one to Geology, and one to Palæontology.

2. The number and nature of the objects in the Museum remains the same as indicated in last year's Report.

In consequence of the Museum being required to be used as the Engineering School, the original school having been destroyed by the fire of 1861, no further additions have been added, nor has any new cases been obtained. Until the new Engineering Rooms are completed no further progress can be made in any respect in the Museum, as the greater part has been for a time devoted to a purpose for which it was never designed.

Robert Harkness, *Curator.*

Queen's College, Cork,
27th Nov., 1863.

Appendix H.

Report of Librarian, Session 1862–63.

Report of Librarian.

The number of volumes in the library at the date of this report is 15,843. They are classified as nearly as possible in the following manner:—

Mathematics	493	History	2,257
Natural Philosophy	514	Biography	498
Chemistry and Mineralogy	883	Antiquities	221
Military Science and History	198	Geography, Voyages, and Travels	542
Geology and Palæontology	510	Engineering and Architecture	303
Botany, Zoology, &c.	1,218	Agriculture	183
Medical Science	1,765	Fine Arts	178
Theology and Moral Philosophy	309	Industrial Arts	64
Logic and Metaphysics	394	Encyclopædias	81
Political Economy, Jurisprudence, &c.	427	Reviews	496
Education	150	Bibliography	78
Law	687	Total	15,843
Ancient Classical Literature	1,717		
Celtic Literature	51	Increase in number of volumes during past year	269
English Literature	1,055		
Modern Foreign Literature	1,172		

Fifty-three volumes were presented to the library during the past session. A separate catalogue of books presented to the College, with the names of the donors, is preserved in the library.

In the annual scrutiny made during the long vacations, six volumes were found to be missing, and could not be accounted for. One of the two books reported by me as missing last year was since received through the post-office.

There is a great increase in the number of students who use the library; the room is, in consequence, at times inconveniently crowded.

The discipline is excellent. The students while in the library conduct themselves in the most orderly and gentlemanly manner.

The inconveniences arising from deficient heating and ventilation, as previously reported by me, have not as yet been remedied. All available space in most departments of the library has long since been filled up, there is in consequence some confusion in the arrangement and classification of books newly received.

A student was detected in the act of taking a book from the library without having it regularly entered to his name. On inquiry it was discovered that he had abstracted in a similar way several volumes. The circumstance was reported to the College Council, who dealt with the matter.

The attention and promptitude of the College booksellers (Messrs. Hodges and Smith), continue to give every satisfaction.

Matthias O'Keeffe, *Librarian.*

Queen's College, Cork,
December 1st, 1863.

APPENDIX I.

Copies of Accounts furnished by Bursar.

Copies of the several Accounts furnished by the Bursar, showing the Financial Position of the College.

Account No. 1.

General Abstract of the Account of the Bursar of Queen's College, Cork, from 1st April, 1862, to 31st March, 1863.

HEAD OF SERVICE (RECEIPTS).	£	s.	d.
To Balance on 1st April, 1862,	1,288	0	1
* ,, Amount received from Paymaster of Civil Services,	8,000	0	0
Balances Credited,	20	0	6
	£9,308	0	7

HEADS OF SERVICE (PAYMENTS).			
By Amounts paid for Salaries,	5,150	0	0
,, ,, ,, Scholars and Prizes,	1,521	17	1
,, ,, ,, Porters,	337	8	0
,, ,, ,, Museums, Libraries, Fitments, and Establishment,	1,265	19	10
,, Balance Indebted on 31st March, 1863,	1,033	1	1
	£9,307	6	0

Account No. 2.

Account of Receipts and Expenditure of Parliamentary Grant received, and of College Fees and Fines, from 1st April, 1862, to 31st March, 1863.

RECEIPTS.			
By Balance to Debit of Bursar on the 1st April, 1862, as per last account,	189	18	3
,, Amount of Parliamentary Grant received from Paymaster of Civil Services,	1,000	0	0
,, Receipts from College Fees,	72	0	0
,, Receipt from Fines,	15	0	0
	£1,276	18	3

EXPENDITURE.			
Libraries :—			
Languages, History, and Literature,	39	4	11
Mathematical and Physical Sciences,	6	13	2
Natural Sciences,	31	1	8
Engineering,	44	14	7
Legal and Mental Sciences,	11	9	2
Medical Sciences,	13	1	8
General Interest,	5	9	7
Museums :—			
Natural Sciences,	9	0	7
Physics and Chemical Laboratory,	86	8	4
Engineering,	170	4	4
Medical Sciences,	213	17	9
Establishment :—			
Printing and Stationery,	35	9	7
Advertising and Postage,	116	9	10
Porters' Clothing,	44	9	8
Sundries, including Fitments not furnished by the Board of Works,	60	7	8
Heating and Lighting, and Fireman's Wages,	181	11	0
Botanic Garden and Grounds,	118	17	3
Sundry Expenses arising from the fire at the College,	37	7	1
† Expenses of Alteration in Anatomical Building,	28	0	0
† Cost of Illuminations on Prince of Wales' Marriage,	12	0	0
Balance to Debit of Bursar on 31st March, 1863,	11	0	5
	£1,276	18	3

E. M. Fitzgerald, *Bursar.*

* Consisting of £7,000 from Consolidated Fund. and £1,000 from Parliamentary grant.

† These two items are for advances on account of the Board of Works which are to be repaid by that Board.

Appendix K.

APPENDIX K.

Reports on Discipline, Punishments, and of the Deans of Residences.

1, 2.—Reports of the Vice-President on Discipline, and Return of Punishments; Reports of the Deans of Residences of the several Religious Bodies.

Return to be filled up by the Vice-President and sent into the Registrar, for the official information of the President, on or before the 1st day of December, for the Collegiate Session 1862–63.

A.—As to the state and efficiency of all the several departments of the College, to which the constant supervision of the Vice-President is directed by the Statutes.

B.—As to the state of order and discipline in the College, to which the particular attention of the Vice-President is directed by the Statutes.

Signed by order of the President,
R. J. Kenny, *Registrar.*

A.—The several departments of the College were in an efficient condition.

B.—The general discipline was satisfactory. Five students were summoned before the Council, for an offence against sobriety. The offence was committed on the last day of Term, and was attended by circumstances which induced the Council to believe that it did not indicate habitual intemperance on the part of the offenders. A punishment was inflicted in accordance with this view of the case. One student was rusticated for three years for improperly removing books from the Library, but apparently without any felonious intention.

John Ryall, *Vice-President.*

Return of Punishments inflicted by the College Council in the Academic Year, 1862–63.

Offence.	Punishment.
For appearing within the College precincts under the influence of drink, and having become so in a public-house.	Two students fined £5 each, and three students fined £2 10s. each.
One student for "abstracting books from College Library."	"Rusticated for three years."

Robert. J. Kenny, *Registrar.*

Report of the Dean of Residences for the Established Church.

I regret very much that I have had no opportunity of observing the conduct of the students in the Queen's College, Cork, who belong to the Established Church. I know many of the students personally, but this knowledge arises simply from an acquaintance I had with them before they entered the College.

I have several times asked for permission to deliver lectures to the students of the Established Church in the College, but as yet my request has never been granted by the Council.

George Webster,
December 22, 1863. *Dean of Residences.*

REPORT of the DEAN of RESIDENCES for the STUDENTS of the PRESBYTERIAN CHURCH.

Cork, November 26, 1863.

SIR,—I have pleasure in stating that the moral conduct of the Presbyterian students in attendance on the Queen's College Cork, during the Session 1862–63, was uniformly good. In their habits and companionships, and attention to business, they were marked by respectability and discretion. They did not neglect their religious duties and privileges.

I am yours, very truly,

Sir Robert Kane. WILLIAM MAGILL.

REPORT of the DEAN of RESIDENCES for the WESLEYAN COMMUNION.

12, Henry-street, Cork, January 5, 1864.

SIR,—I regret that absence from home and great pressure of official duties since I returned have prevented me replying till now to the communication concerning the Wesleyan students at the Queen's College.

I scarcely know what kind of report I am expected to furnish. I find that my being Dean of Residence gives me no facilities for becoming acquainted with the students or for having intercourse with them, other than I previously possessed as the superintending minister of the Wesleyan congregation in the city.

Those of the students who were previously resident in Cork I knew well. Those who have come from the country to pursue their studies in the College I have become acquainted with; and, with reference to all, I can say that their conduct has been entirely satisfactory, so far as I have had means of knowing. If anything more than this general statement is expected from me, I shall be happy to be informed.

I am, Sir,

Your most obedient servant,

WALLACE M'MULLEN.

To the President, Queen's College, Cork.

REPORT of DEAN of RESIDENCES for STUDENTS of the NON-SUBSCRIBING PRESBYTERIAN COMMUNITY.

I have to report that the conduct of the students under my charge, for the session 1862–63, has been altogether satisfactory.

W. WHITELEGGE.

To the President, Queen's College, Cork.

Appendix L.

Burning of Queen's College, Cork.

APPENDIX L.

Burning of Queen's College, Cork; Correspondence and Statements of Dr. Bullen.

1 to 8. Correspondence between Sir Robert Kane and J. Pope Hennessy, M.P.

9, 10. Sir R. Kane's application for leave to publish Dr. Bullen's depositions, and Sir Thomas Larcom's reply.

11. Sir Thomas Larcom's letter, forwarding Dr. Bullen's charges against Sir R. Kane.

12, 13. Dr. Bullen's letter and memoranda of his conversations with Sir R. Kane, alleged to be copied from Dr. Bullen's Commonplace Book.

14. Sir R. Kane's letter to his Excellency the Lord Lieutenant.

15. Sir R. Kane's letter to Sir Thomas Larcom.

16. Sir R. Kane's letter, forwarding documents submitted by Dr. Bullen to the Council of Queen's College, Cork.

17, 18, 19. Resolution of the Council of Queen's College, Cork, with Dr. Bullen's letter to the Council, and Sir R. Kane's letter to Dr. Bullen.

20. Depositions regarding the burning of Queen's College, Cork, sworn by Dr. Bullen on the 29th July, 1862.

21. Correspondence of Dr. Bullen with Sir Robert Kane and with the Government, regarding his application to be appointed President of Queen's College, Cork, with statements of the alleged conversations with Sir R. Kane as to the origin of the fire.

22. Letter from Dr. Bullen to the Right Reverend Dr. Delany, Roman Catholic Bishop of Cork.

23. Letter from Sir Thomas Larcom to Sir R. Kane, regarding Dr. Bullen's statements.

24, 25, 26. Letters from Sir R. Kane, asking copies for publication of Dr. Bullen's statements, with Sir Thomas Larcom's letter supplying same.

The Burning of the Queen's College, Cork.

1. Athenæum Club, London, June 6.

My dear Mr. Hennessy,—I beg to call your attention to the report in this morning's *Times*, of what you said in the House of Commons last night, in regard to the fire at the Queen's College, Cork. I will thank you to let me know, as soon as possible, the name of the Professor who told you that the very man who set fire to the College was discharging his official duties on the spot at the time of your visit to the ruins. It was evidently the duty of the Professor, whoever he may be, to have at once informed the authorities of the College and the Government of his knowledge of the criminal. By holding back such information he certainly has rendered himself an accessory after the fact. It becomes my official duty to call on that Professor to furnish to the Government at once the grounds on which he made that statement to you; and I am sure that you will see the propriety of letting me know his name without delay.

I remain, my dear Mr. Hennessy, truly, yours,

J. Pope Hennessy, Esq., M.P. Robert Kane.

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2. Stafford Club, 6th June, 1863.

My dear Sir Robert,—In reply to your note of to-day's date, I beg to inform you that I have written to the Professor in question by this post, asking his permission to mention his name to you. I could hardly tell you his name without his permission; for, as you will easily understand, his statement to me was not official.

Believe me, dear Sir Robert, yours most faithfully,

Sir Robert Kane, F.R.S., &c., &c. J. Pope Hennessy.

3. Athenæum Club, 10th June, 1863.

My dear Mr. Hennessy,—Have you heard as yet from the Professor? Some of our friends in Cork have written to me that the matter has excited a good deal of interest there, and they are anxious to learn the name of your informant, as many speculations have been set afloat on the subject.

Believe me to be heartily and sincerely yours,

Robert Kane.

J. Pope Hennessy, Esq., M.P., House of Commons.

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4. Queen's University Office, Dublin, 16th June, 1863.

My dear Mr. Hennessy,—My colleagues in Cork College attach considerable importance to your statement in the House of Commons, that one of the Professors had told you that he knew who set fire to the College. I regret that you have not replied to my letter of the 10th instant, again asking you to let me know which of the Professors was your informant. I must now, for the third time, represent to you the necessity of your supplying me with that information, in order that the ends of justice may be secured by the conviction of the offender. I trust that I shall have the pleasure of receiving your answer, with the required information, before Saturday, 20th inst., when I propose to send a copy of this correspondence to the Cork newspapers.

I remain, my dear Mr. Hennessy, truly yours,

J. Pope Hennessy, Esq., M.P. Robert Kane.

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5. House of Commons, 18th June, 1863.

My dear Sir Robert,—The Professor wishes me not to mention his name, and of course I cannot do so. It appears, however, that his statements were officially laid before the Government, and in justice to all parties I intend moving for their production. I have already given notice of the necessary motion on the subject, and at the request of the Government I have postponed it till Tuesday next.

Believe me, dear Sir Robert, yours most faithfully,

Sir Robert Kane, F.R.S., &c. J. Pope Hennessy.

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6. Queen's University Office, Dublin, 19th June, 1863.

My dear Mr. Hennessy,—I received your note of yesterday's date, and am glad that you propose to move for the papers on the subject of the fire. I had occasion some months ago to apply to the Government for copies of all the depositions made by Professors and others in the matter, for the purpose of an official inquiry at the College. I believe all that the Government had received were furnished to me, and certainly they contained nothing to warrant the statement which the Professor in question had privately made to you, and which you repeated in the House of Commons.

I presume that when you have examined those papers you will state the conclusions to which you may arrive. It will be only right also that

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Burning of Queen's College, Cork.

when the groundlessness of the charge shall appear, the name of the individual by whom it was so recklessly suggested shall be revealed.

Believe me to be, my dear Mr. Hennessy, most heartily yours,

ROBERT KANE.

J. Pope Hennessy, Esq., M.P., House of Commons.

7.

[Private]. House of Commons, 30th June, 1863.

MY DEAR SIR ROBERT,—When you requested me to mention the name of the Professor to whom I alluded in the House of Commons, I wrote to him at once, asking him to allow me to give the information you wanted. He replied to me on the 9th June.

I have just now received a letter in which he says—"You are at liberty to enclose *privately** to Sir Robert Kane a copy of my letter to you of the 9th inst." Accordingly I enclose herewith a copy of his letter.

Believe me to be, my dear Sir Robert, always most faithfully yours,

Sir Robert Kane, F.R.S., &c. J. POPE HENNESSY.

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8. Stephen's-green Club, Dublin, 4th July, 1863.

MY DEAR MR. HENNESSY,—I received your letter of the 30th June, with its enclosure, in due course, but I deferred replying until I should have considered how it was my duty to act under the circumstances.

You made a public statement in the House of Commons, on the authority of a Professor, that the burning of the Queen's College, Cork, was the act of an official of the College. As President of the College I officially demanded from you the name of your informant, in order that the grounds upon which he induced you to prefer so grave an accusation should be made known to the public. He at first refused to allow his name to be revealed, but now at last, after a month has elapsed, he permits you "to enclose privately to Sir Robert Kane a copy of my letter of the 9th inst." (June.)

In such a matter, where serious public interests as well as private character are involved, and when I have acted merely in my official capacity on behalf of my colleagues, I cannot consent to receive any private information, and I therefore now return enclosed the copy of the Professor's letter which you had sent to me. His letter is not necessary to enable me to guess whom your informant was. Indeed I believe that public opinion in Cork has generally agreed as to the individual most likely to have taken such a course. Until that individual chooses himself to come forward and sustain in public the statement which has become important only through your adoption, the matter must remain in the congenial darkness which now invests it.

Why does not the Professor furnish you with a copy of his depositions, and thereby enable you to judge both of the grounds of his accusation and of his reasons for making you his agent in preferring it? He has, of course, kept a copy of what he has sworn. I can well understand why the Government refuse to publish documents to which they evidently attach no value, and which may contain groundless libels on innocent individuals; but I do not see why the Professor should hesitate to enable you to speak with accurate knowledge of what he has actually given as sworn testimony.

Having obtained leave of absence from the authorities, I am now imme-

* The word privately is underlined in Mr. Hennessy's letter.

diately starting for the Continent, and shall not return until the end of August. Your friend the Professor can communicate in the meantime, if he wishes, with Dr. Ryall, who, of course, acts in my absence. *Appendix L.* Burning of Queen's College, Cork.

Believe me to be very sincerely yours,

ROBERT KANE.

John Pope Hennessy, Esq., M.P., House of Commons, London.

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9. Queen's University Office, Dublin, 2nd July, 1863.

SIR,—In reference to Mr. Hennessy's statement in the House of Commons, that he had been informed by a Professor that Queen's College, Cork, was set on fire by an official of the College, and that depositions to such effect by the Professor were in the hands of the Government, I beg to state that Mr. Hennessy has avowed to me that his informant was Dr. Denis Bullen, Professor of Surgery in Cork College.

It has also been announced in the Cork newspapers that Dr. Bullen was Mr. Hennessy's informant.

Having had occasion, when conducting an inquiry at the College, to examine Dr. Bullen's depositions, I am aware that they contain nothing whatsoever to justify his statement to Mr. Hennessy, and that they consist merely of rambling and inconclusive speculations, destitute of any basis in fact; that consequently, under ordinary circumstances, they would not deserve any attention.

Great injury has, however, been caused to the character of the officers of the College and of the Government by the persistent circulation and repetition of Dr. Bullen's statement, that his depositions contain important facts which the Government is supposed for some purpose or other to keep back.

The Government is accused that, although informed by Dr. Bullen of the guilty individual, they have screened that individual from justice.

The Government is also accused, that having been informed by Dr. Bullen of who burned the College, and how it was set on fire, they attempted to defraud the citizens of Cork of £7,000, by seeking to recover that sum from the city, while suppressing the information they had received.

The officials of the College of all classes, from the President to the humblest porter, are placed under the vague but most injurious imputation that some one of their number was guilty of that crime, and they are yet deprived of the means of defining the accusation, or of obtaining redress against a groundless and heartless libel.

Under these circumstances I have the honour to request, on the part of my colleagues, the officials of Queen's College, Cork, and in the interests of education and of justice, that His Excellency the Lord Lieutenant may be pleased to direct that I be furnished with a copy *for publication* of Dr. Bullen's deposition or information, or any other documents Dr. Bullen may have sent in to the Government on the subject of the fire at Queen's College, Cork, in order that the public may be able to see what Dr. Bullen has really deposed, and to compare it with the statements he appears to have made to Mr. Hennessy and others.

The matter being urgent, I would beg the favour of the earliest possible reply.

I have, &c.,

(Signed), ROBERT KANE,
President of Queen's College, Cork.

Major-General Sir Thomas Larcom, K.C.B.,
Under Secretary.

Appendix L.

Burning of Queen's College, Cork.

10. Dublin Castle, 3rd July, 1863.

Sir,—I am directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 2nd instant, requesting that you may be furnished with a copy *for publication* of Dr. Bullen's deposition or information, or any other document Dr. Bullen may have sent in to the Government on the subject of the fire at Queen's College, Cork; and I am to state that His Excellency cannot consistently with official usage furnish copies of the papers in question.

I am, Sir, your obedient servant,

(Signed), Thos. A. Larcom.

Sir R. Kane.

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11. Dublin Castle, 17th July, 1863.

Sir,—I am directed by the Lord Lieutenant to transmit to you the accompanying copy of a letter, with its enclosure, which have been received from Doctor Bullen, relating to the fire at Queen's College, Cork; and I am to acquaint you, that although his Excellency is at a loss to discover the object with which Doctor Bullen has made the communication referred to; yet, as it contains a charge of a very grave character against you, namely, that you suggested to him "that you and he should draw up a joint report on the origin of the fire, and attribute the crime to Ultramontane influence," his Excellency feels that he ought not to allow such a charge to remain on record without giving an opportunity of defending himself to the person so charged.

I am, Sir, your obedient servant,

Sir Robert Kane, &c., &c., Thos. A. Larcom.
Poste Restante, Geneva, Switzerland.

12.

To the Chief Secretary, Castle, Dublin.

Sir,—On the 7th instant I forwarded to the Castle a correspondence, which had been published by Sir Robert Kane in the Cork newspapers. The allegations in these letters render it imperative on me to place before you the whole of my conversations with Sir Robert Kane relative to the burning of the Queen's College.

In the event of legal proceedings, I am ready to make an affidavit of the enclosed communication.

I have, &c.,

(Signed), Denis Brenan Bullen, M.D.

Cork, 4, Camden-place, July 9, 1863.

13.

Memoranda of Conversations with Sir Robert Kane, copied from Dr. Bullen's Commonplace Book.

1862, *Wednesday, May* 14.—Called at the College to take leave of Sir R. Kane. Before going to his house, went to the Mat. Med. Museum; found it locked; Williams came up with the key; opened it; room in order; on the shelf over the door were stowed away the Pathol. Spec. from my last lecture; found Fitzgerald in conference with Sir Robert; he left us together; asked Sir R. about the fourth College; he said the Ultra-

montanes and Trinity College were too strong at present, but he would be a match for them yet. I then asked him to tell me what he intended doing with regard to the discussion of Adderley's motion in Parliament. He said—Cardwell had treated him very badly, and Government did not support him as they ought, but he could expect nothing from Lord Carlisle, Cardwell, and Chancellor Brady, as they, with Alexander M'Donnell, were subservient to the Ultramontanes. He went on to say—But Sir Robert Peel has been sent to Ireland to back him in smashing the miserable coquetting that has been going on between Lord Carlisle and Doctor Cullen about the Catholic University; that Lord Carlisle and his party wanted to get him (Sir R.) out of the way, but as long as he could hold his own in Dublin, and command the support of Sir Robert Peel, Lord Clarendon, Mr. Gladstone, and the great statesmen of England, he did not fear their worst. I then inquired respecting his resignation of the Presidency. He said he had made up his mind after Cardwell's conduct to go direct to London by 10 train next day, place his resignation in Sir Robert Peel's hands, and on Saturday succeeding all official connexion between the Cork College and himself would be at an end. I then referred to my correspondence with Sir Robert Peel, in October, relative to being his successor in the Presidency. He replied I was now free to do as I liked. We then discussed the state of the College, and of the Education question. I said the Queen's Colleges should no longer be held up as a taunt and a defiance to the Catholic Church; that Lord Palmerston would never stand to these Colleges if they were the means of losing him all the Catholic votes; that if I applied for the Presidency I would endeavour to bring about a more friendly feeling between Government and the Irish Prelates, and would act in the spirit of the letter I had written to Doctor Delany in 1851, which he (Sir Robert) had read at the time. Sir Robert told me I may do as I liked, but nothing would induce him to concede an inch to the Ultramontanes: I then asked what about the people at the Castle—did he intend to call there on his way to London with his resignation? He said—No, I will not go near them—I shall put my resignation into Sir Robert Peel's own hands.

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When I was leaving the room he said—Bullen, if you want the Presidency, get the Rev. Dominick Murphy to write a line to the Castle, hinting it would be agreeable to Doctor Delany to have you appointed. That is the way things are done by the Castle people. A priest calls there and says Doctor Cullen would be pleased if the Lord Lieutenant would do so and so. Of course, the thing is done. Such is the way in which Ireland is governed.

College burned the 15th.

Monday 19*th of May.*—Sir Robert and Lady Kane called in the evening, after tea, to take leave of Mrs. Bullen and the girls. While the ladies were talking together, Sir Robert and I discussed the College and the fire. He said he was sure the fire was the act of some fanatic, influenced by the Ultramontane priests. I replied that, in my opinion, modern fanatics did not burn valuable property for the honour of God. They seemed quite content in dooming eternal souls to fire—that my most intimate friends were amongst the Catholic clergy, who had been loudest in condemning the College, but they had no more to do with burning the College than the man in the moon. We then spoke about the distress amongst the artisans, the demands for public works, and the effect produced upon the popular mind by the pastorals of Dr. Cullen and of Dr. M'Hale. Sir Robert said—You know, Bullen, these pastorals of the Ultramontane bishops create feelings amongst the lower orders which encourage the commission of agrarian and other great crimes. I replied—Nobody, Sir

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Robert, deplores more than I do the injuries which political and factious ecclesiastics inflict upon real religion and the best interests of Ireland. Sir Robert then suggested to me that we should draw up a joint report to Government upon the origin of the fire, and attribute the crime to Ultramontane influence.

I told him—Sir Robert, I will do no such thing, and I strongly advise you not to write any thing to Government but what you can swear to from your own knowledge.

July 9th, 1863.—From that hour to this I have not held any private communication, either oral or written, with Sir Robert Kane.

(Signed), DENIS BRENAN BULLEN, M.D.

Cork, 4, Camden-place, July 9, 1863.

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14. Hotel de la Conronne, Geneva, 27th July, 1863.

MY LORD,—I received to-day, on my arrival here, Sir Thomas Larcom's letter, enclosing copy of a communication from Dr. Bullen, of Queen's College, Cork, in which he describes me as having referred to your Excellency's opinions and conduct in public matters, in a conversation with him, in a spirit which I entirely repudiate, and in language which I positively deny that I ever used.

I have spoken on educational subjects in private society, on public occasions, and even in your Excellency's presence, freely and openly, my conscientious opinions as to the policy by which the permanent improvement of the country could best be secured ; my sentiments are thus, within the limited sphere of my action, perfectly well known ; and I beg leave respectfully to assert that I have on all occasions, and at all times, borne my sincere testimony to the great benefits conferred on Ireland by the wise and liberal policy of your Excellency's Government, as well as to the zealous and enlightened patronage which your Excellency has personally afforded to every thing that could promote social or intellectual improvement.

I have the honour to be, my Lord, your Excellency's most obedient servant,

ROBERT KANE.

His Excellency the Earl of Carlisle, K.G., Lord Lieutenant.

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15. Hotel de la Conronne, Geneva, 27th July, 1863.

SIR,—On my arrival here to-day I had the honour to receive your letter of the 17th instant, enclosing copy of Dr. Bullen's communication of the 9th July, 1863.

I beg to state that his assertion, that I "suggested to him that he and I should draw up a joint report on the origin of the fire, and attribute the crime to Ultramontane influence," is utterly false. No such suggestion, and no remark capable of such an interpretation, having ever been made by me to him, or to any other person.

In reference to the other "extracts from Dr. Bullen's Commonplace Book," which he has submitted for the consideration of his Excellency the Lord Lieutenant, I have had the honour of writing to-day to his Excellency, explaining that I never on any occasion used any such language as could at all justify Dr. Bullen's version of the conversation he pretends to report.

The morality of Dr. Bullen's writing down secretly in a Commonplace Book a calumny, pretending to be a report of a private conversation with the President of the College of which he is a Professor, and subsequently forwarding a copy of that libel to the Government, I leave to the consideration of the proper authorities.

I have the honour to remain, Sir, your obedient servant,

Major-General Sir Thos. Larcom, K.C.B., Under Secretary, Dublin Castle. R. Kane.

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16. Queen's College, Cork, 23rd October, 1863.

Sir,—I have the honour to enclose, for the consideration of his Excellency the Lord Lieutenant, certain documents which were submitted by Dr. Bullen to the governing body of this College, together with copy of a resolution of Council regarding same, and of my letter informing Dr. Bullen on the subject.

I have the honour to be, Sir, your obedient servant,

Major-General Sir Thomas Larcom, K.C.B., Under Secretary, Dublin Castle. Robert Kane.

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17. Queen's College, Cork, 23rd October, 1863.

Sir,—In reference to your letter of the 22nd, enclosing certain documents for the information of the College Council, I beg to transmit to you a copy of a resolution adopted by the College Council in that regard, and to state that I have forwarded your papers to Sir Thomas Larcom, in order that they may receive from Her Majesty's Government proper consideration.

I remain, &c.,

(Signed), Robert Kane.

Dr. Bullen, Queen's College, Cork.

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18. Resolution of Council.

That the documents placed by Dr. Bullen before the governing body of the College, in compliance (according to his statement) with the President's demand for the production of the information tendered by him to Government relative to the malicious burning of the College, be handed to the President without investigating their contents, as it appears from his letter they have been already under the consideration of the Government, and therefore may properly be left in their hands.

Proposed by Dr. Ryall; seconded by Dr. Blyth.

23rd October, 1863. (Signed), R. Kane.

19.

To the President and Council of Queen's College, Cork.

Gentlemen,—Some months ago, when the College was in vacation Sir Robert Kane called upon me, through the public newspapers, to produce the information I tendered to Government relative to the malicious burning of the College. In compliance with the President's demand, I now beg leave to place before the governing body of the College all the documents which he requires.

I have, &c.,

(Signed), Denis Br. Bullen, M.D.,
Professor of Surgery.

Cork, October 22nd, 1863.

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Burning of Queen's College, Cork.

20.

DEPOSITION of DENIS BRENAN BULLEN, M.D., Dean of the Faculty of Medicine, Queen's College, Cork.

That on Wednesday, 14th of May, at twelve o'clock, noon, I went to the College to see Sir Robert Kane; that before calling at Sir Robert Kane's residence, I went to the Materia Medica Museum. This museum is the apartment in which I made preparation for my lecture which had terminated on the 1st of May. That I found the door locked, but immediately the steward, Williams, came with the key and opened the door. That I went into the museum, and looked about to see that every thing was in proper order. The room was in order, except that I observed, on an open shelf over the door at least one dozen large glass jars were placed, containing Pathological specimens preserved in spirits of wine (some of them methylated spirit), which preparations had been brought down from the Pathological Museum for the illustration of the last lectures I had given in that department of the College. It was the steward's business to see that these jars had been taken back to the Pathological Museum, but as there was great want of room in the department, and these preparations would be wanted next session, I did not make any remark on the fact of their not having been taken back. I then called on Sir Robert Kane to take leave of him, it being generally understood throughout the College that he was about to resign the Presidency. Having seen Sir Robert Kane, he told me he was to leave Cork by the 10.10 train next morning, go direct to London to place his resignation in Sir Robert Peel's hands; and that on Saturday next following all official connexion between the College and himself would be at end. I, deponent, have had reason to know that a strong impression existed among the porters of the College, whose appointments are vested by the statutes absolutely in the President, that if Sir Robert Kane ceased to be President some of them would be instantly dismissed from their situations.

I further swear that on the morning of Thursday, 15th of May, at nine o'clock A.M., I, deponent, received a note from Sir Robert Kane, requesting me to attend an immediate meeting of the Council, to consider the circumstances of the fire, the College being then burning. I went to the College, took part in the proceedings, and heard the depositions which were taken from the respective persons who had directed their attention to the origin of the fire.

Some days after the fire I, deponent, made a minute examination of the ruins. Between the stone corridor and the door of the Materia Medica Museum, where the fire originated, there was a passage with a timber floor. The floor of this passage was charred, but several of the boards remained partially consumed and blackened by fire. On closely inspecting these portions of the floor, I, deponent, saw visible marks, as if an inflammable fluid (as methylated spirit) had leaked out from under the said door, making a defined figure on the timber flooring, and as if, when this part of the floor took fire, the part impregnated with the fluid burned through. I showed these marks to Professors Jack and Barry, to Mr. Kenny, and afterwards to Professor Blyth. Being struck by these appearances, I made inquiries amongst my acquaintances residing at Sunday's Well, from which place there is the most perfect view of the College buildings, whether any of them had seen the breaking out of the fire. One lady, who lives immediately opposite the College, informed me that she got up to look after one of her children, and saw by her watch it was half-past five o'clock. She called her child's maid, and they both looked out of the window, from which they could see the College distinctly. There was not then any trace of smoke coming out of any of the chimneys, nor from any portion of said College. A few minutes before six

o'clock same morning they saw a burst of smoke come out of a chimney, and soon after saw flames following the same. Another lady who lives in the same neighbourhood, informed me that she got up that morning a little before six o'clock, and saw a burst of smoke rush suddenly from the chimney of the College, followed by flame.

Considering these circumstances, and having maturely weighed in my own mind the several depositions already taken in the previous inquiry, I am of opinion that the College was designedly set on fire between half-past five and six o'clock by some person intimately acquainted with the interior of said College, who had accurate knowledge of the peculiar matter contained in the Materia Medica Museum; that he had access thereto, without apprehension of being detected, and went into the said room by ordinary means, thereby evading discovery. I further depose that the floor of this room was covered with cocoa-nut matting, which does not blaze or break out in flame except when impregnated with some inflammable material; that there were at least six gallons of spirit of wine (some methylated) in the Pathological preparations over the door, as before stated; and the Materia Medica Museum already mentioned, contained preparations of spirits, ethers, balsams, resins, and various articles of an inflammable nature; that in the room overhead the Pathological Museum had preparations containing a large quantity of spirits of wine and other inflammable material. Moreover, there were manuscripts in the wooden presses of the Materia Medica Museum. It was only necessary to place the manuscripts on the floor, pour over them the contents of a few of the jars, apply an ignited lucifer match, then lock the door, when every condition is satisfied according to the testimonies already given.

I, deponent, further swear that I examined the traces of apparent attempts which had been made to set fire to three doors in the corridor of the College, by placing underneath them bits of newspaper and lucifer matches, and I am satisfied in my own mind that the incendiary placed these bits of newspaper and lucifer matches under the three doors, with a design to direct attention from the real origin of the fire, and to make it appear as if the crime had been committed by some person or persons who had obtained access during the night from without the College, and had kindled the fire by placing matches under the doors.

Sworn before Mr. Orme, Resident Magistrate.

July, 1862.

21.

DEPOSITION* of DENIS BRENAN BULLEN, Doctor of Medicine, Professor and late Dean of Faculty in the Faculty of Medicine, Queen's College, Cork.

That in October, 1861, I forwarded to Sir Robert Kane the following letter, with a request that he would give it himself into the hands of Sir Robert Peel:—

"Cork, 4 Camden-place, Oct. 19, 1861.

"SIR,—The Government having announced their intention of founding a fourth Queen's College in Dublin, and, as I presume, that Sir Robert Kane from his pre-eminent abilities and long tried services in the cause of united education will be placed at the head of the Metropolitan Institution, may I respectfully lay my name before you for nomination to the Presidency of the Cork College, in the event of the office becoming vacant. My claims are entirely grounded upon the part which, for many years, I have taken in forwarding every educational movement in the south of Ireland; and should I be selected the successor of Sir Robert Kane, you may feel assured I shall endeavour by a faithful and zealous execution of duty to justify any confidence reposed in me.

"I have the honour to be, Sir, your obedient humble servant,

"DENIS BRENAN BULLEN, M.D.

"To the Right Hon. Sir Robert Peel,
Chief Secretary."

* This so-called deposition does not appear to have been ever sworn.

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October 21.—Sir Robert Kane sent me back the letter for Sir Robert Peel, with the following communication :—

"Department of Science and Art, Museum of Irish Industry,
Stephen's-green, Dublin, 21st day of October, 1861.

"Most confidential.

"My Dear Bullen,—I am very glad to find you disposed to act in the matter of your letter. I think it would be by far the best for the interests of education and of the College, and I shall be happy to promote its success by every means in my power. You will easily understand, however, that I can do *more* by the application not going in through *my* hands, especially as you have been so kind in your allusions to my name. I would, therefore, suggest that you should send it in direct to Sir Robert Peel, or through Dr. Lyons or Mr. Beamish, and get them to write to him. Some reference or inquiry would then naturally be made to me, and I should have the opportunity of saying what I think, without any drawback of my personal intimacy or friendship for you. I, therefore, return it enclosed, but hope soon to hear of its receipt at head quarters before long.

"Believe me to be heartily yours,

"Robert Kane.

"Dr. Bullen, Camden-place, Cork."

May 14, 1862, 12 *o'clock, noon.*—I called at the College to see Sir Robert Kane, who had arrived from Dublin two days before. It was generally understood throughout the College that Sir Robert was going to resign the Presidency. Mr. Fitzgerald, the Bursar, was in the room with him engaged on business. Mr. Fitzgerald having left us both together, I asked Sir Robert to tell me about the intended fourth Queen's College in Dublin. He said—"The Ultramontanes and Trinity College are too strong at present, but he would be a match for them yet." I then asked what he intended doing with regard to the proceedings in Parliament upon Mr. Adderley's motion on the Museum of Industry. Sir Robert replied—that Mr. Cardwell had treated him very badly, and the Government did not support him as they ought to have done. But he could expect nothing better from Lord Carlisle, Cardwell, and Chancellor Brady, as they and Alexander M'Donnell were subservient to the Ultramontanes. That Sir Robert Peel had been sent to Ireland to back him in smashing the miserable coquetting that has been going on between Lord Carlisle and Dr. Cullen about the Catholic University. That Lord Carlisle and his party wanted to get him, Sir Robert Kane, out of the way; but as long as he could hold his own in Dublin, and command the support of Sir Robert Peel, Lord Clarendon, Mr. Gladstone, and the great statesmen of England, he did not fear their worst. I then inquired about his immediate intention of resigning the Presidency. He said—that he had made up his mind, after Cardwell's conduct, to go straight to London by 10 o'c. train next day, place his resignation in Sir Robert Peel's hands ; and that on Saturday next following, all official connexion between the Cork College and himself would be at an end. I then referred to the letter I had written to Sir Robert Peel in the previous October, relative to my being his successor, which letter I had forwarded through Lord Fermoy. Sir Robert Kane said—"I was quite free to do as I liked." We then discussed the state of the College and of the Education Question. I said that the Queen's Colleges should no longer be held up as a taunt and a defiance to the Catholic Church. That Lord Palmerston would not continue to support the Colleges, if they were the means of losing him all the Catholic votes. That if I applied for the Presidency I would endeavour to bring about a more friendly feeling between Government and the Irish prelates, and would act in conformity with the letter I had written to Dr. Delany in 1851, which letter he, Sir Robert Kane, had read at the time. Sir Robert replied—that I may do as I liked, but nothing would induce him to concede an inch to the Ultramontanes. I then asked him what about the

people at the Castle, did he intend to call there on his way to London with his resignation. No; said he. I will not go near them. I shall put my resignation into Sir Robert Peel's own hands. When I was about leaving he held me by the hand, and said—Bullen, if you want the Presidency, get the Rev. Dominick Murphy to write a line to the Castle, hinting it would be agreeable to Dr. Delany to have you appointed. That is the way things are done by the Castle people. A priest calls there, and says—"Dr. Cullen would be pleased if the Lord Lieutenant would do so and so," and of course the thing is done. Such is the way in which Ireland is governed.

When driving away from the College, after this conversation, I could not help thinking that Sir Robert Kane contemplated some serious political movement. The discussion upon The O'Conor Don's motion, with reference to the Catholic University was expected to come on in the House of Commons from day to day; and it struck me that Sir Robert Kane intended to use influence with Sir Robert Peel, and induce the Chief Secretary to make some strong demonstration against the Ultramontanes, the result of which would render it an impossibility ever to effect an amicable settlement of the Educational Questions in dispute between Lord Palmerston's Ministry and the Roman Catholic Members of Parliament. Acting under this impression I hurried home, prepared and forwarded by that evening's mail, the following communication to the Lord Lieutenant, and addressed it through his Excellency's Private Secretary:—

"May 14, 1862, Cork, 4, Camden-place.

"Doctor Bullen presents his compliments to the Private Secretary, and requests he will do him the favour of laying the enclosed communication before his Excellency."

"The Viceregal Lodge, May 13, 1862.

"Sir,—I have not failed to place before the Lord Lieutenant your letter and the enclosed documents.

"I have the honour to be, Sir, your obedient servant,

"Walling Everard.

"D. B. Bullen, M.D."

"To His Excellency the Earl of Carlisle.

"Cork, May 14, 1862.

"My Lord,—Sir Robert Kane has just informed me that before many days the Presidentship of the Queen's College, Cork, will be at your Excellency's disposal. Being at liberty to seek the appointment, may I beg your Excellency will allow me to lay before you privately the enclosed documents. One is a letter which I addressed to the Right Rev. Dr. Delany in 1850, on the promulgation of the Decrees of the Synod of Thurles. The other is a pamphlet by my friend, the late Sir Thomas Wyse, in the compilation of which I took an active part. Your Excellency will observe some passages in Sir Thomas Wyse's speech, marked in the margin. These passages express the principles and policy in regard to academical education, which form subjects of special reference in my letter to the bishop. During the many years that Sir Thos. Wyse and I acted together in developing the present system of education in Ireland, we always succeeded in gaining the countenance and co-operation of the Roman Catholic prelates, with whom we were connected. When, however, the Colleges Act passed into law, and the whole education movement had been taken out of our hands, it was then these institutions, originally intended as a boon for the Roman Catholics of this country, were made subjects of polemical discussion and religious contention. I am anxious, my Lord, for an official station where I may be instrumental in giving effect to the policy of my lamented friend, and to the views on education which I now venture to bring under your Excellency's notice. Should the Government appoint me, no exertion of mine shall be spared to conciliate all classes of our community, and to conduct the affairs of the College in a spirit of good-will towards my colleagues.

"I have the honour to be, my Lord, your Excellency's most obedient servant,

"Denis Brenan Bullen."

Appendix L.

Burning of Queen's College, Cork.

"Dublin Castle, May 16, 1862.

"Sir,—I am directed by the Lord Lieutenant to acknowledge the receipt of your letter of the 14th instant, with its enclosures, respecting the office of President of the Queen's College, Cork; and I am desired to acquaint you that His Excellency has received no intimation of the resignation to which you advert.

"I am, Sir, your obedient servant,

"Thos. A. Larcom.

"Denis B. Bullen, Esq., M.D."

Next morning the College was set on fire. *Monday, 19th of May.*—Sir Robert Kane called on me at my house, at 8 o'c. in the evening. He was to leave Cork next day. As a member of the College Council I had been engaged in the proceedings connected with investigating the fire. Sir Robert said to me—"he was sure the fire was the act of some fanatic, influenced by the Ultramontane priests." I told him, in my opinion, modern fanatics do not destroy valuable property, they are content in dooming souls to fire. That some of my most intimate friends were amongst the Catholic clergy, who were loudest in condemning the Colleges, but they had no more to do with burning the College than the man in the moon. We then talked over the distress amongst the artizans and labouring classes, the demands for public works, and the effects produced upon the popular mind by the pastorals of Dr. Cullen and Dr. M'Hale. Sir Robert said—you know, Bullen, these pastorals of the Ultramontane bishops create feelings amongst the lower orders which encourage the commission of agrarian and other great crimes. I replied—nobody deplores more than I do, the injuries which factions and political ecclesiastics inflict upon true religion and the best interests of Ireland. Sir Robert Kane then suggested that we should both draw up a report to Government upon the origin of the fire, attributing the crime to Ultramontane influence. I at once told him—Sir Robert Kane, I will do no such thing, and I strongly advise you not to write anything to Government which you cannot swear to from your own knowledge. Sir Robert Kane then left my house, and from that hour I have not held any private communication, either oral or written, with him.

I swear that, having forwarded to Government my sworn depositions, together with minutes of testimony, it was my intention to give in evidence the whole of the above statement before the Recorder of Cork, if the traverse for damages had been proceeded with, or before any other court or tribunal where inquiry into the burning of the College may have been instituted. I do depose that recent proceedings in the House of Commons, together with certain allegations set forth by Sir Robert Kane, in letters published by him in the Cork newspapers, induce me now to tender additional depositions, and to state on oath that having been officially engaged as a member of the governing body of the College in investigating the circumstances of the fire, it is my conviction there is no evidence whatsoever to connect the crime with any person or party outside the College, but that the incendiary is an official of the College, and the conduct of Sir Robert Kane with reference thereto demands inquiry.

To the Right Reverend Doctor Delany, Catholic Bishop of Cork.

22. September 19, 1850.

My Lord,—The solemn admonition, regarding the Queen's Colleges, addressed to the Catholic laity of Ireland by the fathers of the National Council of Thurles, imposes upon me the obligation of approaching your lordship with deferential reverence, and laying before you, my episcopal

superior, a statement of my connexion with academical education, both as a Professor of the Queen's College, Cork, and as the person who first originated the movement in favour of the foundation of these collegiate institutions.

Your lordship is aware that I am and have been a practical Catholic; that I have reared and educated a large family, striving by example as well as by precept to attach my children to our holy religion; that I have been for twenty-two years the surgeon of one of the largest hospitals in the kingdom; that Her Majesty's Government has conferred on me the appointments of Professor of Surgery in the Queen's College, Cork, and Inspector of Anatomy for the province of Munster; and that under your lordship's favour I have been for several years the confidential medical attendant and adviser of many of the religious communities in this city. Intimately identified with Catholic and public institutions, it now becomes my duty humbly and fervently to solicit your lordship's episcopal guidance and advice upon a subject which most deeply involves my temporal and eternal welfare.

In the year 1823 I graduated as a Doctor of Medicine in the University of Edinburgh, after having studied in the Schools of Medicine in Dublin, Glasgow, London, Paris, and Edinburgh. During the course of my studies I became deeply impressed with the disadvantages under which the Catholics of Ireland suffered in the several Colleges of the British empire, from the fact that there was scarcely a Catholic Professor in any of the professional schools to countenance the students of our faith, and to protect Catholic interests. The students in Colleges where every Professor was a Protestant were exposed to the most insidious temptations, and no safeguard whatever was provided to protect their morals or religion. For some years after settling to practise in Cork, I gave much attention to investigating the various systems of professional education, with a view of obviating some of the evils which more particularly had claimed my attention. After a while circumstances gave me an opportunity of bringing before the public the result of my inquiries. The proprietors of the Cork Royal Institution, a chartered association, elected me Professor of Chemistry in the year 1828; and I was the first Catholic who ever held the office. In the same year I was appointed surgeon of the Cork North Infirmary, an institution in which, until my election, all the appointments had been exclusively Protestant.

Immediately after my election to the Professorship of the Cork Royal Institution, the annual grant of money which had been given by Parliament was withdrawn; and I availed of the occasion to publish a pamphlet embodying a prospectus for establishing, upon the basis of the Institution, a Provincial College for Munster. The nature of the lectures to be delivered in the proposed College were intended to be more particularly applicable to professional and industrial instruction.

The proposal to found a College in Munster received a warm acceptance from the Catholic laity in the south of Ireland, and in the year 1830 I was sent upon a deputation to lay the plan before the Secretary of State for Ireland. After a lengthened correspondence the Government of the day refused to entertain the proposition, for fear of interfering with the interests of the exclusively Protestant University of Trinity College, Dublin.

From this period five years elapsed, when a Select Committee of the House of Commons was appointed to inquire into the state of academical education in Ireland, and I was summoned to give evidence before them. The Right Honourable Thomas Wyse, a Catholic, was Chairman of the Parliamentary Committee, and the report founded upon the evidence, to which I respectfully refer your lordship, recommended to Parliament as the groundwork for promoting academical education in Ireland, the details

Appendix L.

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of organization which I had submitted for founding Provincial Colleges, and incorporating these institutions into a national University. The principles upon which I had proposed to form these educational establishments and to conduct their internal management were strictly the same as those upon which the National Board of Education had been formed, and which had received the formal sanction and authority of the Catholic prelates. It was upon this report that Sir Robert Peel subsequently grounded the Act for establishing the Colleges.

Soon after the Select Committee of the House of Commons had laid their report before Parliament, several great public meetings were held in Ireland to petition the Legislature for the establishment of Provincial Colleges. The influential Catholics took a leading part at these meetings. I enclose your lordship authenticated reports of all the transactions connected with this educational movement, by which you will perceive that on November 15, 1838, a permanent Committee of the Province of Munster was instituted, of which I was appointed secretary. The objects of the Provincial Committee were to prepare addresses to Her Majesty the Queen, and to urge upon the Government by every available method the necessity of extending academical education to the people of Ireland, upon such principles as would secure to the Catholic laity an equal benefit and influence with their Protestant fellow-countrymen.

These addresses to the Queen and petitions to Parliament were signed by the two Catholic prelates of the county, by a number of parish priests, and by several thousand Catholic laymen. In accepting the office of Secretary to the Munster Provincial College Committee, I was sensibly impressed with the importance of every educational movement in relation to the Holy Catholic Church ; and being anxious to protect the interests of Catholicity as far as possibly in my power, I consulted upon all fitting occasions with my venerated friends, the late Right Reverend Doctor Murphy and the late Right Reverend Doctor Crotty. I have in my possession the requisition, address, and documents connected with the proceedings for demanding of the Government the establishment of Provincial Colleges, to which their lordships' signatures are attached. During the whole course of the popular movement having for its object to press upon the British Government the propriety of extending the principles recognised and adopted in the National Board to the higher departments of education, the influential Protestant interests of the country met the demands of the Catholics of Ireland, both in Parliament and in the press, with uncompromising opposition. It was only when the Government of Sir Robert Peel was compelled to conciliate popular influence for support, that the claims of the Catholics of Ireland for equal educational institutions was admitted, and a bill was introduced into Parliament for founding Provincial Colleges.

It is not now necessary to inform your lordship, that when the Colleges were formed, Her Majesty's Government nominated me to the Chair of Surgery; and that on the opening of the first Session, the Professors of Medicine elected me the Dean of Faculty. Being therefore officially connected with these institutions, and having taken an active part as one of the Council in the internal administration of the College, I willingly tender to your lordship the fullest testimony of the influence which the teaching of the Colleges would be likely to exercise upon the Catholic youths who may frequent them ; and I declare my deliberate conviction, that if the prelates were to assume the visitorial powers which the constitution of the Colleges has vested in their lordships, and if the Deans of Residences were confirmed in their functions, every reasonable safeguard consistent with the peculiar circumstances of society in Ireland could be provided for the protection of the religious principles of the students.

In considering this part of the question, it is essential to keep steadily in view the real character and intention of the Queen's Colleges, which are formed to supply professional and industrial instruction to those students of an advanced age who shall have completed their preliminary education in the preparatory schools. Until the principles and mind of youth have been fully formed, and until a boy has received the Holy Communion, education ought to be religious and entirely Catholic. Your Lordship will permit me to elucidate the application of this principle to the Queen's Colleges, by referring to the particular cases of my own sons. Acting upon this conviction, I have educated my four sons at the Benedictine College of Saint Gregory the Great, Downside, Somerset. After they have spent a certain number of years in that inestimable institution, it becomes my duty to guide each of them in selecting a profession. This is one of the most important duties a parent can discharge, for not only must he take into account the mental capacities and tastes of the individual, but he must calculate every circumstance, which may ultimately avail in securing for the young man an independent livelihood. The choice of a profession and the means of qualifying a person for the practice of it, are strictly temporal concerns, and must be regarded as a commercial consideration. The system which has been established in the Queen's Colleges is avowedly formed to supply to the youth of Ireland those industrial, commercial, and professional facilities of instruction which may enable them to compete successfully in the various avocations of life with the inhabitants of England and Scotland, who have heretofore enjoyed social advantages which had been denied to this country.

As it is, therefore, of great importance to my children and to myself that I should secure for them the largest advantages, at the most moderate cost, and that I should keep them as much as possible under my parental care, I have entered one of my sons as a student in the Queen's College, and propose to place my other sons there when they shall have attained a proper age. Your Lordship will therefore accept and deal with this communication from me, not only as coming from a Catholic professor holding office in the College, but also as a parent who has sent his son there, and is preparing his other children to become students in the same institution.

While I deliberately state to your Lordship that the system of industrial and professional instruction formed in the Queen's Colleges must be regarded as a vast and liberal concession from the British Government to the Catholic people of Ireland, I do not deny but that modifications may yet be devised and extended, which would offer still more stringent guarantees for the better preservation of the religious discipline of the students. Fortunately, however, the legal constitution of these Colleges, and the selection which His Excellency the Lord Lieutenant has made with regard to the Visitorial Boards, place means at our disposal which require only an earnest and active co-operation between the prelates and the executive authorities of the Colleges to remove every reasonable ground of apprehension. In laying down the details of organization for collegiate teaching, the question of Residence is one attended with the greatest difficulties; and many of the most serious objections to the Colleges would be immediately obviated by establishing suitable residential chambers for the students. The Act of Parliament for founding the Colleges makes provision in this respect, and it is in the power of the Catholic community to establish a residential hall, placed under the direct control of the Reverend Dean of Residence, and provided with a chapel for Catholic worship and instruction. Within the last few years schools of medicine have been formed in Manchester, Birmingham, Bristol, and other great towns of England. The greater number of young men intended for the medical profession commence their studies in these provincial schools, and reside

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in private lodging houses. The Protestant clergymen of these large towns seeing the evils arising from allowing students to select their own residences without any guidance or check, proposed to the medical lecturers to unite their exertions and build residential chambers, for the use of which the students should pay a proper price. These chambers to be placed under the direction of a resident clergyman, who should act towards the students as a guardian, and join with them in religious duties. Although these residential establishments have been only a few years in operation, the results have been extremely gratifying, and the medical journals bear constant testimony to the excellent conduct of the students who reside in them, and to their greater proficiency in professional studies. Moreover, as a commercial undertaking, these residential halls return a large interest for the money which was invested in building them. In this city I have not the slightest doubt, but that a Catholic residential hall, sanctioned by your Lordship, and placed under the direction of the excellent and Reverend the Dean of Residences, would be eminently conducive to the best interests of Catholicity.

Having now explained to your Lordship my relations and opinions with regard to the Queen's Colleges, I must reverently inquire of you, as my legitimate spiritual authority, whether I have committed sin or violated Catholic discipline by my exertions to promote the establishment of the Queen's Colleges, which have incurred the condemnation of the National Synod? Whether I commit sin, or violate Catholic discipline by sending my sons to the Queen's College, where they will obtain the means of learning their several professions and secure their future maintenance, whilst their morals and religion are protected by living under my parental care; and whether I commit sin or violate Catholic discipline, by teaching the practice of surgery within the Queen's College, and allowing the students of the Queen's College to participate with me in the surgical practice of the North Infirmary.

I have, &c.,

(Signed), Denis Brenan Bullen,
Doctor of Medicine, &c., &c.

Cork, 4, Camden-place, Thursday, Sept. 19, 1850.

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23. Dublin Castle, 30th October, 1863.

Sir,—I am directed by the Lords Justices to acknowledge the receipt of your letter of the 23rd instant, transmitting certain statements laid by Dr. Bullen before the Council of the Queen's College at Cork, and the resolution of the College thereon; and I am desired to state that their Excellencies, having referred to your explicit denial of their contents in your letter of the 27th of July last, so far as they purported to detail the particulars of private conversations between you and Dr. Bullen, are of opinion, that no further consideration on the part of the Government would lead to a solution of the difficulties raised by statements so conflicting; nor are their Excellencies aware of any course of inquiry which could be instituted by them with the probability of a satisfactory result.

I am, Sir, your obedient servant,
Thos. A. Larcom.

Sir Robert Kane, President, Queen's College, Cork.

24. Queen's University Office, Dublin, 7th November, 1863.

Sir,—In reference to your letter of the 30th ultimo, informing me that the Government did not propose to enter into any inquiry, or take any steps with regard to the statements of Dr. Bullen contained in the papers which I had forwarded to you with my letter of the 23rd ultimo, I beg to request that those papers by Dr. Bullen may be now returned to me, as I may require them for future reference or publication, should I consider such desirable.

I have the honour to be, Sir, your obedient servant,

Major-General Sir Thos. Larcom, K.C.B., Under Secretary.

Robert Kane.

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25. Queen's College, Cork, 6th December, 1863.

Sir,—I beg leave to refer to my letter of the 7th November last, addressed to you, requesting that the documents from Dr. Bullen, which I had forwarded to you on the 23rd October last, should be returned to me. Not having received any answer to that letter, I presume that it has been mislaid, and has not come under your notice; I, therefore, have now the honour to enclose a copy of same, and to request that I may be furnished with the papers in question, in order that I may take such steps in regard to them as the circumstances may require.

I have the honour to be, Sir, your obedient servant,

Major-General Sir Thos. Larcom, K.C.B., Under Secretary.

Robert Kane.

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26. Dublin Castle, 14th December, 1863.

Sir,—Referring to your letter of the 8th instant, I am directed by the Lords Justices to transmit herewith copies of the papers which accompanied your communication of the 23rd October last.

I am, Sir, your obedient servant,

Thos. A. Larcom.

Sir Robert Kane, President, Queen's College, Cork.

Dublin : Printed by Alexander Thom, 87 & 88, Abbey-street,
For Her Majesty's Stationery Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR THE

ACADEMIC YEAR 1862–63.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
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1864.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE ACADEMIC YEAR 1862–63.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In submitting to your Majesty a Report on the condition of the Queen's College, Galway during the session 1862–63, I am happy to state, that the number of students attending lectures has exceeded by 12 those in attendance in the preceding session; making an increase of 35 in the last five sessions. I have little doubt that the increase in the session on which I am reporting (1862–63) would have been considerably larger but for the excessive emigration which has taken place from this part of Ireland—a movement in which all classes participate, and the depression of the times, which has been felt with peculiar severity in this province.

While such a state of things continues, not to speak of those other causes to which I have so often referred in my reports as impeding the progress of this College, it is not likely that any large increase should take place in the number of our students.

Tables I. and II. give the number of students who entered and of those who attended lectures in each year since the opening of the College.

I.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Established Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	23	3	26	10	9	7	–	–	–	26
1851–52, . .	31	5	36	13	21	2	–	–	–	36
1852–53, . .	21	2	23	8	12	3	–	–	–	23
1853–54, . .	25	5	30	12	15	3	–	–	–	30
1854–55, . .	26	15	41	18	18	3	2	–	–	41
1855–56, . .	32	7	39	14	15	8	1	1	–	39
1856–57, . .	35	8	43	15	22	3	1	1	1	43
1857–58, . .	36	7	43	16	17	9	–	1	–	43
1858–59, . .	44	4	48	20	19	7	2	–	–	48
1859–60, . .	35	5	40	12	25	1	–	1	1	40
1860–61, . .	*59	1	60	13	33	12	2	–	–	60
1861–62, . .	†59	3	62	21	35	6	–	–	–	62
1862–63, . .	60	4	64	18	27	16	1	–	2	64
Total, . .	550	73	623	214	306	86	9	4	4	623

* Including three who had previously been in attendance as non-matriculated students.
† Including one who had previously been in attendance as a non-matriculated student.

II.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Established Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	60	3	63	22	28	13	–	–	–	63
1851–52, . .	68	5	73	25	41	7	–	–	–	73
1852–53, . .	73	2	75	26	40	9	–	–	–	75
1853–54, . .	76	5	81	30	42	9	–	–	–	81
1854–55, . .	69	16	85	32	46	5	2	–	–	85
1855–56, . .	78	9	87	26	42	14	3	2	–	87
1856–57, . .	88	8	96	30	49	10	3	3	1	96
1857–58, . .	92	8	100	31	47	16	3	2	1	100
1858–59, . .	113	9	122	37	64	15	4	1	1	122
1859–60, . .	111	7	118	31	69	11	2	2	3	118
1860–61, . .	141	3	144	33	85	19	3	2	2	144
1861–62, . .	148	5	153	39	91	19	3	1	–	153
1862–63, . .	161	4	165	33	95	32	2	–	3	165
Total, . .	1,342	88	1,430	411	777	185	25	13	11	1,430

Tables III. and IV. give the numbers of students attending the several classes, and the number of lectures given by each Professor during the same period.

III.—Return showing the Number of Students attending the Lectures of each Professor, in each year since the opening of the College.

——	1849–50	1850–1	1851–2	1852–3	1853–4	1854–5	1855–6	1856–7	1857–8	1858–9	1859–60	1860–1	1861–2	1862–3
Greek, . . .	50	31	24	19	24	21	21	23	21	23	24	24	36	36
Latin, . . .	50	27	24	22	21	19	20	23	21	22	23	24	29	35
Mathematics, . .	54	38	28	28	27	28	25	34	34	42	35	42	48	52
English, &c., . .	47	43	28	23	23	22	22	27	20	31	22	29	24	38
Modern Languages, .	54	23	23	19	25	37	29	34	30	38	52	70	77	76
Celtic Languages, .	–	3	2	2	–	–	–	–	3	–	3	6	–	–
Natural Philosophy, .	8	11	23	19	27	23	21	27	29	38	33	70	57	67
Natural History, .	3	26	25	21	32	25	30	30	32	37	37	39	32	33
Logic and Metaphysics,	–	20	17	14	14	14	13	14	15	16	17	19	21	23
Chemistry, . .	13	25	36	29	27	23	29	40	40	49	53	60	57	46
Mineralogy and Geology, . . .	–	4	14	15	10	14	10	8	15	16	17	–	6	10
Engineering, . .	2	10	11	13	10	11	9	10	15	18	12	21	18	21
Agriculture, . .	4	5	5	5	6	6	7	11	14	7	7	5	3	5
Anatomy and Physiology, . . .	10	9	8	15	18	13	22	35	39	47	52	71	68	65
Materia Medica and Medical Jurisprudence, . . .	–	5	9	11	10	7	8	17	13	24	20	26	34	28
Surgery, . . .	–	–	6	12	7	7	6	13	13	18	20	19	33	27
Midwifery, . .	–	–	4	7	4	–	4	3	11	5	11	12	14	17
English Law, . .	4	4	5	6	6	7	5	4	3	7	7	4	7	6
Jurisprudence and Political Economy, .	4	4	12	13	16	10	9	9	7	17	13	10	5	9
Medicine, . .	–	–	–	4	4	2	6	6	7	7	6	8	16	21

[Table IV.

IV.—Return of the Number of Lectures delivered by each Professor in each Session since the opening of the College.

——	1849-50	1850-1	1851-2	1852-3	1853-4	1854-5	1855-6	1856-7	1857-8	1858-9	1859-60	1860-1	1861-2	1862-3
Greek, . . .	265	254	216	224	248	249	217	262	223	246	210	229	*315	290
Latin, . . .	270	252	212	238	233	190	217	244	195	189	189	196	181	263
Mathematics, . .	221	255	230	167	164	211	181	†186	†234	†233	209	210	213	199
English, &c., . .	37	28	77	97	126	128	127	107	100	92	97	76	16	160
Modern Languages, .	212	249	207	175	155	160	155	†162	†154	†151	†169	†246	†244	229
Celtic Languages, .	–	90	65	30	–	–	–	‡3	48	–	30	24	–	–
Natural Philosophy, .	63	154	120	207	139	175	225	174	173	192	172	213	196	211
Natural History, .	–	120	85	92	85	76	68	68	87	77	76	56	57	62
Logic and Metaphysics,	–	40	114	159	123	141	138	162	106	109	170	165	132	182
Chemistry, . . .	32	111	128	140	113	123	97	101	107	98	100	95	91	95
Mineralogy and Geology, . . .	–	51	45	57	51	50	45	49	60	64	64	§–	61	49
Engineering, . .	9	118	105	97	80	76	112	111	122	126	81	162	183	241
Agriculture, . .	–	106	112	160	144	160	192	174	123	154	182	83	65	54
Anatomy and Physiology, . .	111	112	111	108	100	115	104	103	102	104	‖116	‖96	‖90	‖84
Materia Medica and Medical Jurisprudence, . . .	–	* 51	60	90	95	93	95	96	90	90	77	85	78	88
Surgery, . . .	–	–	61	62	62	61	62	60	53	59	60	55	60	60
Midwifery, . .	–	–	59	70	62	–	62	61	60	59	54	51	60	51
Medicine, . .	–	–	–	64	62	61	62	60	60	58	62	55	49	50
English Law, . .	18	45	55	97	71	72	72	40	35	48	49	72	68	64
Jurisprudence and Political Economy, .	20	48	60	96	106	95	60	52	51	97	49	61	60	67

Of the 165 students who attended lectures in the session 1862-63, 33 were members of the Established Church, 95 of the Roman Catholic Church, 32 of the Presbyterian Church, 2 were Wesleyans, and 3 belonged to other persuasions. It will thus be seen that the students represent in adequate proportions the different religious persuasions throughout the province.

The number of scholarships awarded in the session was 48, 8 senior and 40 junior scholarships. I have shown in former reports that these scholarships would more properly be designated prizes; they have hitherto been tenable for one year, and the average value of the junior scholarships, after paying the College fees, is about £15. Henceforth, by a provision of the Charter recently granted by your Majesty, scholarships awarded at the commencement of the second year may, under certain conditions, be held for two years. Much good is expected to result from this arrangement, as the examination for scholarships of the third year seriously interfered with the first University examination, which falls at this period of the course. Notwithstanding the small pecuniary value of these distinctions, I am happy to say that the competition for them is every year largely increasing.

And here I must notice the healthy stimulus given to the industry of the students by the establishment of the prizes founded by public subscription. It is most observable as well in the greater diligence of the classes as in the increase of the numbers

* Exclusive of 72 lectures to extra classes.
† Exclusive of a Course of Lectures given by the Senior Scholar.
‡ These Lectures were open to the public.
§ Owing to an alteration in the Ordinances of the University, no Lectures on Mineralogy and Geology were delivered this Session.
‖ Exclusive of Anatomical Demonstrations.

who prosecute the Arts course to the end. I have already borne testimony to the munificence with which Sir Robert Peel inaugurated this subscription, and to the hearty response which was given by the country to his appeal on behalf of the Colleges.

In my last Report I was able to announce that three of our students had succeeded, on distinguished answering, at the first examination for the Civil Service of India in 1862. I have now the satisfaction to report that these three gentlemen have passed the further examination, and that another of our students has been selected at the examination in 1863. At other public examinations our students have been equally successful. They have won two out of ten places at the examination for the Public Works Department of the Indian Service; and lastly, the high distinction of a studentship at the Inns of Court in London. This signal honour has, during the short time that has elapsed from its foundation, been carried off by three students of the Queen's University, two of them from Belfast, one from this college. I have peculiar pleasure in referring to these last distinctions, not only as they reflect credit on the Colleges, but because they justify the liberality of the Benchers of the King's Inns in extending to the lectures of the Law Professors in the Queen's Colleges a recognition as large as that given to the courses delivered in the most favoured universities. In the Appendix to this Report will be found the rules of the Honourable Society of King's Inns granting this recognition.

In announcing these successes may I be permitted to point out the earnest they afford of what might be accomplished, did the students who come to this College bring with them the advantages of previous training enjoyed by those who elsewhere pursue the higher studies. It is here that our peculiar weakness still lies. In the present disorganized state of intermediate education, the mass of our students have no access to that accurate scholarship which would enable them to contend, upon equal terms, with those of other colleges for the valuable prizes now offered for universal competition. I beg leave to quote from my last Report some observations which I made with reference to this conspicuous want in our educational system—observations in which I but repeat the sentiments contained in every preceding Report which I had the honour of submitting to your Majesty; for scarcely had the College been opened when that deplorable condition of the province as regards preparatory schools became apparent, which has since continued to thwart and interrupt its progress. In my Report for 1861–62, I said:—

"The success of three of the students of this College at the last examination for the Indian Civil Service, on distinguished answering, has been a source of extreme satisfaction to the College authorities, and is a sufficient earnest of what might be achieved but for the hindrances which still cramp the utility of the College. The want of classical schools that exists, and the insufficient preparation exhibited by many of the Students on entering the College, have been repeatedly dwelt upon in these reports; and the attention of the Government has been implored to a matter of such vital importance to the progress and efficiency of the College and to the com-

pletion of our educational system. In each province in which a Queen's College has been founded a similar deficiency has been discovered, and the establishment of preparatory schools demanded as essential to its full development. From no part of the country has the call for intermediate schools been more urgent or continued than from the prosperous province of Ulster. When, then, I state that the numbers attending classical schools in the town of Belfast alone exceed by several hundreds those attending classical schools in the entire province of Connaught, some idea may be formed of the barren condition of the province in this respect, and of the serious barrier which such a state of things opposes to the full success and utility of the provincial College."

Since the above was written, the province of Ulster has, by a numerous deputation to the Lord Lieutenant, again implored the Government to take up the question of intermediate schools, and to increase their number and efficiency. Now, if the want has been sensibly felt in that thriving and enlightened district, a glance at the comparative statistics of education in the provinces will show how infinitely more pressing it is here. In the year 1851, the latest year for which such a return has been made, the number of pupils attending classical schools in the town of Belfast alone, with a population of 100,301, was 799; while the number attending such schools in the whole province of Connaught, with a population of 1,010,211, was only 690. Comment on the state of things which this reveals would be superfluous. I will only add one fact of recent occurrence, which points in the same direction. The examination of persons not members of the universities which, in the absence of a more perfect organization, has been found in England so valuable as a means of testing the merits of private schools, has been introduced into this country by the Queen's University, and Galway has been made one of the centres of examination. I regret to state that at the last examination not a single candidate presented himself at this centre.

While I feel it my duty again to represent this hindrance to education, and to repeat my conviction that it cannot be removed by unassisted private effort, I would not be thought to include in one sweeping condemnation all the schools of the province. Some of them are well conducted and efficient, and amongst these I gladly notice the Grammar School of Erasmus Smith in this town, a considerable number of the pupils from which obtained scholarships, some of them on distinguished answering, at the late examination.

With respect to another difficulty which constitutes an incessant source of embarrassment to the College and of anxiety to its authorities, viz., the want of cheap and suitable residences for the students, I must ask permission to again quote from my last Report:—

"An allusion to this difficulty naturally leads me to another not less formidable, to which the attention of the Government has also been repeatedly invited in the reports from this College; I mean the want of suitable and comfortable residences, where the students coming from a distance could reside at an expense proportionate to their means. The system of collegiate instruction, which enforces on every student attend-

ance on lectures, necessitates his residing near the College for a considerable portion of the year, and imposes on him an expense which numbers anxious for collegiate instruction find it impossible to meet. The Commissioners appointed by your Majesty to inquire into the condition of the Colleges recognised the necessity of diminishing the cost of attending the College by the establishment of these residences, and strongly urged the adoption of such a measure. I only share the opinion of every member and friend of the College who is acquainted with the circumstances of the province, in anticipating a large and rapid increase of Students, should the recommendation of the Commissioners be carried into effect.

"That the cost imposed by the necessity of residing near the College, which can only be diminished by the establishment of these boarding houses, prevents large numbers of students from joining it, may be concluded from the numbers who avail themselves of the College instruction when not subjected to this expenditure. The town of Galway contains but few inhabitants, and exhibits as yet but faint signs of prosperity or wealth; nevertheless 56 Students from the town and its immediate neighbourhood attend at present the College lectures. I see no reason for thinking that the inhabitants of the towns throughout the province, with their adjacent districts, are less desirous of collegiate instruction than those of the town of Galway, and I have no doubt that they would avail themselves far more largely of its advantages than they can do at present, were the cost of attending the College brought more within their reach."*

I cannot conclude this report without expressing my grateful sense of the good-feeling which exists among all the members of the collegiate body, of the zeal with which the Professors discharge their duties, and of the uninterrupted harmony which pervades students of so many religious persuasions.

EDWARD BERWICK,

President.

Queen's College, Galway,
March 12, 1864.

* By the Census Returns, it appears that the population of the province of Connaught in 1861 amounted to 1,010,031; that of the town of Galway to 16,786.

APPENDIX.

QUEEN'S COLLEGE, GALWAY.

1864–5.

DAYS AND HOURS OF MATRICULATION AND SCHOLARSHIP EXAMINATIONS.
OCTOBER, 1864.

DAYS.	HOURS.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
Tuesday, 18th Oct.	9—5		Supplementary Examinations.	Supplementary Examinations.
Wednesday, 19th Oct.	9—5		Supplementary Examinations.	Supplementary Examinations.
Monday, 24th Oct.	9–12		Lit. Schol.—Latin. Med. Engin. } Schol.—Chem.	Engin. Schol.—Nat. Phil.
	2—5		Lit. Schol.—Greek. Med. Engin. } Schol.—Chem.	Engin. Schol.—Nat. Phil.
Tuesday, 25th Oct.	9–12	Matriculation.	Lit. Schol.—English. Eng. Schol.—Geom. Draw., &c.	Engin. Schol.—Mathem.
	2—5	Matriculation.	Lit. Schol.—English. Eng. Schol.—Geom. Draw., &c.	Engin. Schol.—Mathem.
Wednesday, 26th Oct.	9–12		Lit. Schol.—Latin. Med. Schol.—Nat. Hist.	—
	2—5		Lit. Schol.—Greek. Med. Schol.—Nat. Hist.	Engin. Schol.—Min. and Geol.
Thursday, 27th Oct.	9–12	Lit. Med. } Schol.—English. Lic. in Arts Prize Ex.	Med. Lit. } Schol.—Mod. Lang.	Med. Schol.—Mat. Med.
	2—5	Lit. Med. } Schol.—Greek.	Med. Engin. } Schol.—Nat. Phil.	Med. Schol.—Mat. Med.
Friday, 28th Oct.	9–12	Lit. Med. } Schol.—Latin.	Med. Schol.—Anat.	Med. Schol.—Anat.
	2—5	Lit. Med. } Schol.—Greek.	Med. Schol.—Anat.	Med. Schol.—Anat.
Saturday, 29th Oct.	9–12	Lit. Med. } Schol.—Latin.		
	2—5	Science Med. Engin. } Schol.—Math. Lic. in Arts Prize Ex.	Science Engin. } Schol.—Math.	Engin. Schol.—Engin.
Monday, 31st Oct.	9–12	Science Med. Engin. } Schol.—Math.	Science Engin. } Schol. Math.	Engin. Schol.—Engin.
	2—5			

The Examination for the Fourth Year Scholarships in MEDICINE will commence on Monday the 24th October. Arrangements will also be made for holding the Examinations for Law Scholarships early in December.

QUEEN'S COLLEGE, GALWAY.—Founded December 30, 1845.

This College is a Corporation, founded by Letters Patent under the Great Seal of Ireland, under the name and style of the "President and Professors of Queen's College, Galway."

The general government and administration of the College under the Statutes, and in cases not provided for by the Statutes, is vested in a Council consisting of the President, the Vice-President, and six Professors elected by the Corporate Body.

Visitors.

His Grace the Lord Primate.
His Grace the Duke of Leinster.
The Right Honourable the Earl of Fingall, K.P.
The Right Honourable the Chief Secretary for Ireland.
The Right Honourable Lord Chancellor Brady.
The Right Reverend the Lord Bishop of Tuam.
The Most Reverend Archbishop M'Hale.
The Right Honourable Mr. Justice Ball.
The Moderator of the General Assembly.
The President of the College of Physicians.
The President of the Royal College of Surgeons.

President.

Edward Berwick, B.A.

Vice-President.

Joseph O'Leary, B.A.

Council.—1863–64.

The President.	Thomas W. Moffett, LL.D.
The Vice-President.	Augustus Bensbach, M.D.
William Nesbitt, M.A.	James V. Browne, M.D.
George J. Allman, LL.D.	Richard Doherty, M.D.

Professors.

Greek,	William Nesbitt, M.A.
Latin,	Richard Blair Bagley, M.A.
Mathematics,	George Johnston Allman, LL.D.
Natural Philosophy,	Arthur H. Curtis, LL.D.
History and English Literature,	Joseph O'Leary, B.A.
Logic and Metaphysics,	Thomas W. Moffett, LL.D.
Chemistry,	Thomas H. Rowney, PH.D.
Natural History,	Alexander G. Melville, M.D. Edin., M.R.C.S. Eng.
Mineralogy and Geology,	Wm. King, Cor. Mem. Nat. Hist. and Med. Soc. Dresden, &c
Modern Languages,	Augustus Bensbach, M.D.
Jurisprud. and Polit. Econ.	John E. Cairnes, M.A.
English Law,	William B. Campion, B.A.
Anatomy and Physiology,	John Cleland, M.D.
Practice of Medicine,	Nicholas Colahan, M.D., F.R.S., Edin.
Practice of Surgery,	James V. Browne, M.D., L.R.C.S.I.
Materia Medica,	Simon M'Coy, F.R.C.S.I.
Midwifery,	Richard Doherty, M.D., Hon. V.P., Obstet. Soc. Dub.
Medical Jurisprudence,	Simon M'Coy, F.R.C.S.I.
Civil Engineering,	Edward Townsend, M.A.
Agriculture,	Thomas Skilling.

Office-Bearers.

William Lupton, M.A.,	Registrar.
John H. Richardson, B.A.,	Librarian.
Arthur Ireland,	Bursar.

Deans of Residences.

United Church of England and Ireland,	Rev. J. Treanor, B.
General Assembly of the Presbyterian Church in Ireland,	Rev. William Adair.
Wesleyan Methodist Church,	Rev. John Duncan.
Independent Church,	Rev. John Lewis.

The College Session.

The College Session is divided into three Terms.

The First Term of the Session 1863–4 commences on Tuesday, October 20, and ends on Monday, December 21, 1863.

The Second Term commences on Tuesday, January 5, and ends on Saturday, March 19, 1864.

The Third Term commences on Monday, April 4, and ends on Saturday, June 11, 1864.

The First Term of the Session 1864–5 commences on Tuesday, October 18, and ends on December 22, 1864.

The Second Term commences on January 6, and ends on Saturday, April 8, 1865.

Students.

Students are either Matriculated or Non-Matriculated.

Matriculated Students are required to pass an entrance or Matriculation Examination, and to pursue fixed courses of study.

Non-Matriculated are permitted to attend the Lectures of any of the Professors, without being required to pass the Matriculation or any other Examination.*

Matriculation.

Candidates for Degrees or Diplomas in the Queen's University, or for Scholarships, Exhibitions, or Prizes, in Queen's College, Galway, are required to pass a Matriculation Examination.

Students are admitted by examination to Matriculation in the Faculties of Arts, Law, and Medicine, and in the School of Engineering. In each Faculty and School special courses are prescribed for examination.†

The Matriculation Examination is held at the commencement of the first Term of each Session ; but additional Matriculation Examinations are held before the close of the Term.

The last Matriculation Examination for Students in the Faculty of Medicine is held on the 23rd of November.

Candidates for Matriculation are required to appear in the Registrar's office before the Matriculation Examination for the purpose of entering their names on the College books.

Each candidate, before being admitted to the Matriculation Examination, is required to pay to the Bursar the Matriculation and College fee of ten shillings. This fee will be returned to such students as may fail to pass the Examination.

Attendance on Lectures.

Attendance upon Lectures is strictly prescribed to all Matriculated Students.

All Students shall pay the College Fee, and a moiety of their Class Fees, to the Bursar, and enter their names with the Registrar, before they are admitted to the classes of the several Professors.

* For further particulars of the status and privileges of Non-Matriculated Students, *vide* p. 13.

† *Vide* pp. 16, 24, 28, 34.

The Registrar shall furnish to the Professors, before the commencement of Lectures in each Term, the rolls of their several classes, and from time to time such names as shall be afterwards entered with him.

No Student shall have his name replaced on the rolls of the Professors at the commencement of the second Term who has not paid the second moiety of his Class Fees.

Attendance on Lectures includes preparation for Lectures; and it is competent for a Professor who, on any occasion, is not satisfied with the preparation of a Student, to refuse him credit for attendance.

No Student shall be regarded as having kept a Course of Lectures who has not attended at least two-thirds of the entire number of Lectures delivered.

Attendance upon Courses of Lectures in the Faculty of Arts is recognised in cases where Students pass to a different Faculty or School.

In case of absence arising from illness or other unavoidable cause, the Student is required to lodge with the Registrar, immediately on recommencing his attendance, a letter or certificate explaining his absence, to be laid before the Council.

Examinations.

A General Sessional Examination is held at the close of each Session in the subjects upon which Lectures have been delivered during the Session. There is also a Supplementary Examination on the same subjects at the commencement of the following Session.

Every Matriculated Student in the Faculties of Arts and Law, and in the Schools of Engineering and Agriculture, must pass either the General Examination or the Supplementary Examination before his name can be entered on the College Register as having completed the Session; and no Student in these Faculties and Schools can be permitted to enter upon the Course of the succeeding year until he has so completed the previous Session.

No Student is admitted to the Sessional or the Supplementary Examination who has not kept the Courses of Lectures prescribed to Students of his class and standing.*

Scholarships.

Forty-six Junior and eight Senior Scholarships have been founded in the College.

Of the Junior Scholarships†—

Thirty, of the value of £24 each, are appropriated to Students pursuing the Course prescribed for the Degree of B.A.

Three, of the value of £20 each, to Students pursuing the Course for the Diploma of Elementary Law and the Degree of LL.B.

Eight, of the value of £25 each, to Students pursuing the Course for the Degree of M.D.

Five, of the value of £20 each, to Students pursuing the Course for the Diploma of Civil Engineering.

The Examinations for Junior Scholarships are held at the commencement of the First Term of the Session.

No Student is allowed to become a Candidate for a Junior Scholarship until he has paid the College Fee and one-half of the Class Fees for the current Session.

No Student is permitted to present himself as a Candidate for a Senior Scholarship who has not entered his name with the Registrar, and paid the College Fee to the Bursar.

* For University Examinations, see the "University Regulations."

† For the distribution of these Scholarships, the subjects of Examination, and the conditions upon which they are held, *vide* pp. 18, 24, 30, 36.

Junior Scholars are exempted from the payment of one moiety of the Class Fees for the courses prescribed to Students of their faculty and standing.

No Student can hold the same Scholarship a second time.

No Scholarship will in any case be awarded, unless the Candidates are, in the opinion of the Examiners, sufficiently qualified in the prescribed courses.

Exhibitions.

The College is empowered to award Exhibitions, varying in value from £10 to £18, at the same Examinations as the Scholarships, and to be held upon the same terms.

Exhibitioners are required to pay the whole amount of the Class Fees for the Session.

No Student is allowed to compete for a Junior Scholarship or Exhibition in any course substantially the same as that in which he has already held a Scholarship or Exhibition.

No Student who has been awarded an Exhibition or Prize for answering in any of the courses for Senior Scholarships can a second time obtain an Exhibition or Prize for answering in the same course; but such Exhibitioners and Prizemen are not precluded from competing for Senior Scholarships.

Prizes.

The College is empowered to award Prizes, by examination, at the close of the Session, to the most distinguished answerers in the several courses of study pursued during the Session.

Two prizes for English prose composition, and two prizes for Geometry, have been founded in the College, to be awarded annually at entrance:—first prize for English prose composition, £3 worth of books; second do., £2 worth of books: first prize for Geometry, £3 worth of books; second do., £2 worth of books.

Three prizes will be awarded in Modern Languages to Students who have passed the Matriculation Examination, viz., two in the French and one in the German Language:—first prize in French, £3 worth of books; second do., £2 worth of books: prize in German, £3 worth of books.

All Candidates for Scholarships, Exhibitions, or Prizes, must have passed the Matriculation Examination in the Faculty or School to which the Scholarships, Exhibitions, or Prizes are attached.

Non-Matriculated Students.

Non-Matriculated Students are those who are permitted to attend the Lectures of any of the Professors without being required to pass the Matriculation or any other examination. They are required to pay to the Bursar the regulated Fees for the Classes proposed to be attended, and to sign an engagement to observe order and discipline in the College. They are not entitled to compete for Scholarships or other Collegiate distinctions.

During the term of their attendance on College Lectures they are admitted to read in the Library; and, on payment of a deposit of £1, are permitted to take out two volumes on loan, under the same regulations as Matriculated Students.

Every Non-Matriculated Student must pay to the Bursar one-half of his Class Fees before his name can be entered on the rolls of the several Classes, and the remainder at the commencement of the second Term.

Students of other Universities.

Any Student who shall have pursued part of his Collegiate Studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, and any Legal or Medical Student who shall have pursued part of his Legal or Medical Studies under teachers recognised by the Senate of the Queen's University, on passing such Examinations, and fulfilling such other conditions as the Council shall prescribe, may take corresponding rank in this College; and also may compete for Scholarships or other Prizes of the corresponding year, provided he shall not hold at the same time a Scholarship or other office of emolument in any other University, College, or Medical School.

Fees.

The College Fees payable by Matriculated Students are 10*s.* at the commencement of the first year, and 5*s.* at the commencement of each subsequent year.

The Fees payable by Students, whether Matriculated or Non-Matriculated, to the several Professors for attendance on the several Pass Courses of Lectures or instruction, are £1 for each Course extending over one Term only, and £2 for each Course extending over more than one Term of a Session, when attended for the first time, and £1 for each re-attendance on the same.

This rule applies in all cases except the following:—

The Fee payable for the Course of Anatomy and Physiology is £3, when attended for the first time, and £2 for every subsequent attendance; and the Fee payable for Practical Anatomy or Practical Chemistry is £3 for each attendance.

The Fees payable for attendance upon Honor Courses of Lectures and upon Courses of Special Instruction not prescribed as a qualification for a Degree or other University distinction, are £2 for each Course, whether attended for the first time or re-attended.

This rule does not apply to special instruction in Practical Chemistry and in Operative Surgery. In the former case, the Fee is regulated by the time spent in the laboratory, at the rate of £1 a month. The Fee for Operative Surgery is £3.

Matriculated Students who attend voluntary Courses are, so far as these Courses are concerned, regarded as Non-Matriculated.

Table showing in each case the *minimum* amount of Fees payable by Students to the College and for attendance on the several prescribed Courses of Lectures and Instruction.

	First Session.	Second Session.	Third Session.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
For the Degree of B.A.,	9 10 0	7 5 0	8 5 0
If a Scholar,	5 0 0	3 15 0	4 5 0
For the Degree of M.D.,	—	—	—
If a Scholar,*	—	—	—
For the Diploma of Elementary Law,	4 10 0	4 5 0	2 5 0
If a Scholar in Law,	2 10 0	2 5 0	1 5 0
For the Degrees of LL.B. and LL.D.	13 10 0	11 5 0	10 5 0
If a Scholar in Arts,	9 0 0	7 15 0	6 5 0
If a Scholar in Law,	11 10 0	9 5 0	5 5 0
For the Diploma of Civil Engineering,	10 10 0	12 5 0	6 5 0
If a Scholar,	5 10 0	6 5 0	3 5 0

* The Fees for the Degree of M.D. vary according to the course of study pursued.

In all cases the Fees are payable in two instalments. The first instalment includes the College Fee—which is 10*s.* for the first year, and 5*s.* for every subsequent year—and a moiety of the Class Fees payable to the several Professors whose lectures are prescribed in the curriculum. This first instalment is payable at the commencement of the First Term in which the Student enters. The second instalment—consisting of the remaining moiety of the Class Fees—is payable at the commencement of the Second Term. Scholars are exempted from the payment of this latter moiety.

Residences.

It is provided by the Statutes that every Matriculated Student under the age of twenty-one years shall reside, during the College Terms, with his parent or guardian, or with some relation or friend to whose care he shall have been committed by his parent or guardian, or in a Boarding-house, licensed by the President of the College, and arranged for the reception of Students, where he shall be placed under the moral care and spiritual charge of the Dean of Residences of his creed.

Discipline.

All Matriculated Students are required to wear a cap and gown.

A penalty of sixpence shall be imposed on any Student who shall appear within the quadrangle without his cap and gown.

The Porter at the lodge is instructed to report to the Bursar the name of any Matriculated Student who shall appear within the quadrangle without his cap and gown, and also to intimate to the Student at the time that he will be reported.

Any Student so reported shall pay the fine to the Bursar within one week, without receiving further notice, and the fine shall be doubled every week that the fine remains unpaid.

A Professor may inflict a fine not exceeding 2*s.* 6*d.* on any Student for any breach of discipline in his class which he does not consider of sufficient importance to bring under the notice of the Council.

Members of the Library Committee may inflict a fine not exceeding 2*s.* 6*d.* on any Student, for any breach of discipline in the Library, which they do not consider of sufficient importance to bring under the notice of the Council.

Library Regulations.

The Library is open from the commencement of the Session to the 1st of March, between the hours of 10 A.M. and 4 P.M., and from the 1st of March to the 1st of July, between the hours of 10 A.M. and 5 P.M., except (1) on College holidays; (2) for a period of five days in the Christmas and Easter recesses respectively.

The Library is closed during the month of July, except for one hour each week, when the Librarian attends to issue books. From the 1st of August to the commencement of the College Session the Library is open between the hours of 11 A.M. and 3 P.M.

No Student is admitted to the Library without subscribing the following declaration:—

"We the undersigned do hereby promise to the President and Council of the Queen's College, Galway, that we will not mark, turn down the leaves of, or write on paper placed upon, or in any way whatsoever soil, deface, injure, or remove, without permission, any book or document in the Library of said College. We also promise that we will not injure the Library furniture; that we will faithfully observe all the rules made for the regulation of the Library, and that we will acquaint the College Authorities with any serious instance of violation of the above rules which may come under our notice.

No Student can borrow books from the Library until he has deposited the sum of £1 with the Bursar.

No Student can have more than two volumes on loan from the Library at the same time.

No Student can retain a volume borrowed from the Library more than one week; but the borrower, on returning the book, may renew the loan, if the book has not been in the meantime applied for.

Any Student, on receiving at any time a notice from the Librarian, must return, within twenty-four hours, the books belonging to the Library in his possession.

Any person losing or injuring a book belonging to the Library must replace it by another copy of the same edition and of equal value, or pay such a sum of money as will enable the College to replace it.

FACULTY OF ARTS.

The Degrees of B.A. and M.A.

1.—*The Degree of Bachelor in Arts.*

Candidates for the Degree of B.A. in the Queen's University, must on entering Queen's College, Galway, pass the following Matriculation Examination.

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

THE GREEK LANGUAGE.

Any one of the following authors which the Candidate may select:—

Homer—Iliad, Books I.–IV.
Xenophon—Anabasis, Books I.–III.
Lucian—Walker's Selections.

THE LATIN LANGUAGE.

Any one of the following authors which the Candidate may select:—

Virgil—Æneid, Books I.—V.
Horace—Odes, Book I.; Satires, Book I.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—Gallic War, Books V., VI.
Re-translation from English into Latin of portions of Cæsar.

HISTORY AND THE ENGLISH LANGUAGE.

History, Grecian and Roman, Outlines of.
Geography, Ancient and Modern, Outlines of.*
Grammar, English Grammar and Composition.

Students are admitted to the University Examination for this Degree who, after having passed the Matriculation Examination, have attended the College Lectures for at least two full terms in each Session, have passed the prescribed College Examinations, and are recommended for promotion to the Degree by the President of the College.

* Rev. T. K. Arnold's Handbooks are recommended.

The Session extends from the third Tuesday in October to the second Saturday in the following June, with short recesses at Christmas and Easter. Each Session consists of three Terms.

The studies for the Degree of Bachelor in Arts extend over three Sessions, and comprise attendance on the following Curriculum :—

FIRST SESSION.

English (One Term).
Greek.
Latin.
A Modern Continental Language.
Mathematics.

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following :—

Greek (Second Course).
Latin (Second Course).
A Modern Continental Language (Second Course).
Mathematics (Second Course).

THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses includes passing such Examinations as may be appointed by the College Council, and the catechetical parts of the Courses of Lectures.

In each College there is a General Examination in the subjects upon which lectures have been delivered during the Session. There is also a Supplementary Examination in the same subjects, at the commencement of the following Session. All Students must pass either the General Examination or the Supplementary Examination, before they proceed with the course of the succeeding year.

Candidates for the Degree of Bachelor in Arts must reside at their respective Colleges during at least the first two Terms of each Session, but may be exempted from residence during the third Term by a special grace of the College Council.

Third year's Students may substitute attendance on one or on two Courses of Honor Lectures, for attendance upon a like number of the Courses above set down for study in the Third Session.

Candidates for the Degree of Bachelor in Arts are required to pass two University Examinations—the Previous Examination held simultaneously in each of the Colleges of the University, and the Degree Examination held in the Hall of the University in Dublin.

Students who have completed their second Session must pass the Previous Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

For the regulations as to the First University Examination in Arts, and the Examination for the Degrees of B.A. and M.A., see the "University Regulations."

For the Exhibitions awarded at the First University Examination in Arts, see p. 39.

DAYS AND HOURS OF LECTURES.

	Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Year	French,	1, 2, 3,	10	.	10	.	10	.
	German,	1, 2, 3,	.	.	.	11	.	1
	Latin (pass),	1, 2, 3,	12	.	12	.	12	.
	Greek (pass),	1, 2, 3,	.	11	.	12	.	12
	Mathematics (pass),	1, 2, 3,	1	.	1	.	1	.
	English,	2	11	.	11	.	11	.
	Latin (honor),	1, 2, 3,	.	11	.	11	.	11
	Greek (honor),	1, 2, 3,	12	.	12	.	12	.
	Mathematics (honor),	1, 2, 3,	.	1	.	1	.	.
2nd Year	French,	1, 2, 3,	1	.	.	.	11	.
	German,	1, 2, 3,	2	.	.	.	3	.
	Greek,	1, 2, 3,	.	10	.	11	.	.
	Latin,	1, 2, 3,	11	.	11	.	10	.
	Mathematics (pass),	1, 2, 3,	.	1	.	1	.	.
	Natural Philosophy (pass),	1, 2, 3,	.	12	.	12	.	12
	Logic,	2,	1	.	1	.	1	.
	Mathematics (honor),	1, 2, 3,	12	.	12	.	12	.
	Natural Philosophy (honor),	1, 2, 3,	.	2	.	2	.	.
3rd Year	Zoology or Botany,		.	11	.	11	.	11
	Chemistry,	1, 2, 3,	12	.	12	.	12	.
	English Language and Literature,	1, 2, 3,	3	.	3	.	3	.
	Metaphysics,	2, 3,	.	1	.	1	.	1
	History,	2, 3,	2	.	2	.	2	.

JUNIOR SCHOLARSHIPS IN ARTS.

Of the Thirty Junior Scholarships appropriated to Students in the Faculty of Arts :—

Ten are tenable by Students of the First Year.
Ten „ „ Second Year.
Ten „ „ Third Year.

Of the ten Junior Scholarships in Arts tenable by Students of each year, five are awarded for proficiency in literary studies, and five for proficiency in scientific studies ; but it is competent for the Council, in case Scholarships in either department are withheld on the ground of insufficient answering, to assign the unawarded Scholarships to the other department.

The Examination for Junior Scholarships in Arts of the first year takes place immediately after the first Matriculation Examination of the Session, and is open to all Students of the first year, who have passed that Examination, and have paid the regulated fees. Those candidates to whom Scholarships are then awarded hold their Scholarships for one year.

There is a further Examination, at the commencement of the second year, which is open to all Matriculated Students in Arts of that year who have passed the Examination and attended the lectures prescribed to Students of the first year, and who have paid the regulated fees.

Those Candidates to whom Scholarships are awarded at this further Examination, hold their Scholarships for two years, provided (1) they answer sufficiently in two Honor Courses at the Sessional Examination of the second year ; (2) they pass the First Examination for the Degree of B.A.

If any Student be placed, at the Examinations for Junior Scholarships in Arts, first on both the lists of candidates, he is entitled to a Scholarship of each division ; but in no other case can two Scholarships be held by the same Student.

SCHOLARSHIP EXAMINATIONS.—SESSION 1864-65.

Literary Scholarships, First Year.

THE GREEK LANGUAGE.

Homer—Iliad, Books I.–VI.
Euripides—The Alcestis.*
Xenophon—The Anabasis, Books I.–III.
Lucian—Walker's Selections.

THE LATIN LANGUAGE.

Virgil—The Æneid, Books I.–V.
Horace—The Odes, Books I., II.; the Satires; the Epistles.
Cicero—De Senectute; De Amicitia.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Livy—Books I.–III.

COMPOSITION.

In Greek, Latin, and English Prose.†

HISTORY AND GEOGRAPHY.

Grecian History, to the Death of Alexander.‡
Roman History, to the Accession of Augustus.§
Outlines of Ancient and Modern Geography ‖

Science Scholarships, First Year.

MATHEMATICS.

Arithmetic :—

Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra :—

Including the Solution of Simple and Quadratic Equations; Arithmetical and Geometrical Progressions; Permutations and Combinations; the Binomial Theorem; the nature of Logarithms.

Geometry :—

Euclid, Books I., II., III., IV., and VI., with definitions of Book V.

Plane Trigonometry :—

So far as to include the Solution of Triangles.
The use of Logarithmic and Trigonometrical Tables.

Literary Scholarships, Second Year.

THE GREEK LANGUAGE.

Herodotus—Book I.
Thucydides—Book I.
Xenophon—Memorabilia.¶
Æschylus—Prometheus Vinctus.††

THE LATIN LANGUAGE.

Cicero—Pro Milone.
Cicero—Letters to Atticus, Books III.–V.
Livy—Books XXVI., XXVII.
Terence—Andria.
Virgil—Georgics.

* The Ion will be substituted for the Alcestis in the year 1865-66.

† Rev. T. K. Arnold's Introductory Works on Greek and Latin Prose Composition are recommended.

‡ Dr. William Smith's History of Greece is recommended.

§ Liddell's Roman History is recommended.

‖ Dr. William Smith's Handbook of Ancient Geography is recommended.

¶ The first four books of the Hellenics will be substituted for the Memorabilia in the year 1865-66.

** Candidates will be examined in Dr. Smith's History of Greece, and in Curtius' larger Greek Grammar, edited by Dr. Smith.

†† The following books are recommended:—Merivale's Fall of the Roman Republic; Abeken's Life and Letters of Cicero; Mommsen's Roman History, Vol. I.; and Ramsay's Roman Antiquities, fourth edition.

THE ENGLISH LANGUAGE.

The Comparative Study of Languages, as treated in Wiseman's Lectures on the connexion between Science and Revealed Religion, Lectures I., II. The History and Structure of the English Language, as treated in Craik's Outlines of the English Language.
Crombie—Etymology and Syntax, Parts II., III.
Whately—Rhetoric, Part III.
Milton—Paradise Lost, Books I., II.

MODERN LANGUAGES.

French :—

Racine—Athalie.
Mignet—Révolution Française.
French Grammar.
Outlines of French Literature.

Or,

German :—

Schiller—Wilhelm Tell.
German Grammar.
Outlines of German Literature.

HISTORY AND GEOGRAPHY.

As in the First Year.

COMPOSITION.

In Latin Verse, and in Greek, Latin, English, and French or German, Prose.

Science Scholarships, Second Year.

MATHEMATICS.

The Course appointed for Science Scholarships of the first year.

Algebra :—

Nature and Simple Transformations of Equations; the Solution of Cubic and Biquadratic Equations; Method of Indeterminate Coefficients.

Geometry :—

Elements of Solid Geometry.

Trigonometry :—

Plane and Spherical.

Analytic Geometry :—

Discussion of the Equations of the Right Line and Circle.

The Professor's Lectures to the Class of the First Year.

Senior Scholarships.

The College is empowered to award Seven Scholarships, of the value of forty pounds each, by examination, to the most distinguished Students who shall have proceeded to the Degree of B.A., for proficiency in special departments of study. Of these Scholarships one is awarded for proficiency in each of the following departments :—

1. The Greek and Latin Languages, and Ancient History.
2. The Modern Languages, and Modern History.
3. Mathematics.
4. Natural Philosophy.
5. Metaphysical and Economic Science.
6. Chemistry.
7. Natural History.

I.—GREEK AND LATIN LANGUAGES, AND ANCIENT HISTORY.

The Greek Language :—

Thucydides—Book VII.
Plato—Phædo.
Demosthenes—De Coronâ.
Pindar—Pythian Odes.
Aristophanes—The Knights.
Translations from unprepared Greek.

The Latin Language :—

Lucretius—Books V., VI.
Cicero—Letters to Atticus.
Tacitus—Annals, Books I., II.
Plautus—Captivi.
Juvenal and Persius.
Translations from unprepared Latin.
Composition in Greek and Latin Prose and Verse.

Ancient History :—

Grote's History of Greece, Chaps. LV.–LXVIII.
Merivale's Roman Empire; Mommsen's Roman History.
Mure's History of the Language and Literature of Greece.
Müller's History of Grecian Literature, continued by Donaldson, to the end of chap. xlii.

II.—MODERN LANGUAGES AND MODERN HISTORY.

The English Language :—

History of the English Language.
Whately's Rhetoric.
Chambers's Cyclopædia of English Literature.
Hallam's Literature of Europe. Part II., chap. v., sec. 4; Part III., chap. v., sec. 5; Part IV., chap. v., sec. 3.

The French Language:—

La Bruyère—Les Caractères.
Molière—Le Misanthrope.
Extracts from writers of the present century.
History of French Literature.
French Composition.

The German Language :—

Schiller—Minor Poems.
Lessing—Hamburgische Dramaturgie.
Extracts from writers of the present century.
History of German Literature.
German Composition.

Modern History:—

Hallam—Middle Ages.
Lingard—History of England, to the close of the reign of Henry VII.
Guizot—Civilization in Europe, Lectures I.–XI.
Adam Smith—Wealth of Nations, Book III., chaps. ii., iii., iv.

III.—MATHEMATICS.

The Mathematical Course appointed for the Science Scholarship of the second year; theory of Algebraical Equations, including their numerical solution; Analytic Geometry of two and of three dimensions; Differential and Integral Calculus, including its application to Geometry.

IV.—NATURAL PHILOSOPHY.

Selections from Duhamel's Cours de Mécanique.
Walton's Mechanical Problems.
Walton's Hydrostatical Problems.
Parkinson's Optics.
Hymer's Astronomy.
Jamin's Traité de Physique.
Lloyd's Lectures on the Wave Theory of Light.
The Professor's Lectures to the Honor Class of the Third Year.

V.—METAPHYSICAL AND ECONOMIC SCIENCE.

The Principles of Metaphysics as treated in the Professor's Lectures. Modern Philosophical systems, from Bacon and Descartes to the end of the eighteenth century. The following books are recommended :—

Stewart's Dissertation. Berkeley's Principles of Human Knowledge. Sir W. Hamilton's Edition of Reid, and Articles I. and II. in "Discussions on Philosophy." Mansel's Prolegomena Logica. Archer Butler's Lectures on Plato.

The Theory of the Syllogism, Inductive Logic, Grounds of Mathematical Reasoning (Whewell and Mill).

Jurisprudence :—

Jurisprudence as treated in the Professor's Lectures.
Austin's Province of Jurisprudence, Lectures I., II., V., and VI., and Appendix.
Selections from the "Traité de Législation" of Dumont's Bentham, viz., "Principes de Législation," (omitting chapters 6, 9, and 11). "Principes du Code Civil," 1st and 2nd Parts. "Principes du Code Pénal," 1st, 2nd, and 3rd Parts.
Stephen's (James Fitzjames) Criminal Law of England, omitting chap. VII., so far as p. 265, and from p. 338 to end.
Sandars' Institutes of Justinian, Introduction, and Books I. and II.
Hallam's Middle Ages, chap. VIII.
Maine's Ancient Law.

Political Economy :—

Mill's Principles of Political Economy.
Smith's Wealth of Nations (omitting from the digression concerning the value of Silver, Book I., chap. xi., part 3, to the end of Book I., Book III., and chaps. iv.–ix. of Book IV.)
Ricardo's Political Economy, chapters VII. to XVI.
Senior's Political Economy.
Cairnes' Logical Method of Political Economy.
Göschen's Foreign Exchanges.

VI.—CHEMISTRY.

Theoretical Chemistry :—

The works of Graham, Kane, Miller, Gregory, and Regnault.
Liebig's Chemical Letters (third edition).
Ronalds and Richardson's edition of Knapp's Chemical Technology.

Practical Chemistry :—

Analysis, and an acquaintance with Manipulation to the extent to which it is carried out in the *Practical Course* prescribed for Medical Students will be considered the minimum. (Bowman's Introduction to Practical Chemistry is recommended.)

VII.—NATURAL HISTORY.

Henfrey's Botany.
Carpenter's Comparative Physiology.
Dallas's Animal Kingdom; Green's Manuals.
Whewell's Philosophy of the Inductive Sciences, Vol. I., Book VII., chap. i., Book VIII., chaps. i., ii., iv., Book IX., chap. vi.
Whewell's History of the Inductive Sciences, Vol. III., Books XVI., XVII.
Practical Examinations in Botany and Zoology.

PRACTICAL COURSE FOR COMMERCIAL AND GENERAL PURSUITS.

In order to extend the advantages of higher education to youths intended for commercial and general pursuits, the Senate has resolved to institute special courses of instruction, and to grant Diplomas, conferring the title of Licentiate in Arts, under the following conditions :—

1. To have matriculated in one of the Colleges of the Queen's University.
2. To have pursued, in one of the Colleges of the Queen's University, the course herein prescribed.
3. To have passed the University Examination herein prescribed.

The studies for the Diploma of Licentiate in Arts extend over two Sessions, and comprise attendance on the following Curriculum :—

First Session.

Two Languages, of which one may be English.
Mathematics.
Another Course on any subject in the annexed list.

Second Session.

Greek, Latin, or a Modern Continental Language.
Logic (one Term).
Natural Philosophy.
And two other Courses on subjects in the annexed list.

If any of the courses, except that on Logic, extend over one term only, some other course from the annexed list must be attended as a supplement to it, but not necessarily in the same Session.

Credit will not be given for attending the same course of Lectures a second time.

Attendance on the courses is, in all cases, understood to include passing such Examinations as the College Council shall appoint, and the catechetical parts of the courses of Lectures.

Candidates for the Diploma of Licentiate in Arts must reside at their respective Colleges during at least the first two terms of each Session.

After having completed the above curriculum, each Candidate for the Diploma is required to pass a University Examination in either Greek, Latin, or a Modern Continental Language; in Mathematical Science; and in two other subjects which he is allowed to select from the annexed list, viz. :—

The Mathematical Sciences.
The Experimental Sciences.
The Natural Sciences.
Geometrical Drawing.
Mensuration, Levelling, and Mapping.
Anatomy and Physiology.
English Language and Literature.
The Modern Continental Languages.
Greek.
Latin.
Logic.
Metaphysics.
History.
Political Economy.

English Composition forms a part of all University Examinations.

Licentiates in Arts who may desire to proceed to the Degree of Bachelor in Arts, may enter directly on the second Session in the course for this Degree, provided they attend in it, instead of the usual curriculum, all the courses prescribed for the first two years which they shall not have already attended in the curriculum for the Diploma of Licentiate.

In compliance with the first of the above specified conditions, the Council of the Queen's College, Galway, has instituted the following course for the Matriculation Examination :—

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

GEOGRAPHY AND THE ENGLISH LANGUAGE.

Geography—Ancient and Modern, Outlines of.
Grammar—English Grammar and Composition.

The Council will confer three Exhibitions—two of the value of £12, and one of the value of £10—on the best answerers in the Course for Matriculation, should their answering be found to deserve such a reward.

Candidates for Exhibitions are allowed to offer, in addition to the subjects of the ordinary Matriculation Examination, one or two, but not more, of the following subjects :—

Latin, French, German, Chemistry, Natural Philosophy, Natural History; these subjects to be of equal value with the ordinary subjects, and with each other.

An Exhibition of the value of £12 will be offered for competition among Students of the Second Year.

No Student who has held a Scholarship or Exhibition in any of the existing Faculties or Schools is admitted a candidate for the Exhibitions.

FACULTY OF LAW.

Diploma of Elementary Law.

Candidates for the Diploma of Elementary Law are required to pass a Matriculation Examination in the following subjects :—

GREEK.

Xenophon—Anabasis, Book I.
Grammar.

LATIN.

One of the following authors :—

Cæsar—Gallic War, Book V.
Virgil—Æneid, Book I.

Retranslation from English into Latin of portions of Cæsar.

HISTORY AND THE ENGLISH LANGUAGE.

History—Outlines of Grecian and Roman History.
Geography—Outlines of Ancient and Modern Geography.
English—English Grammar and Composition.

MATHEMATICS.

Arithmetic—including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

Students who have passed the Matriculation Examination, and have pursued, during three years, the following courses of study, are admitted to Examination for the Diploma of Elementary Law :—

FIRST YEAR.

The Law of Property, and the Principles of Conveyancing.
Jurisprudence.

SECOND YEAR.

Equity and Bankruptcy.
Civil Law.

THIRD YEAR.

Common and Criminal Law.

JUNIOR SCHOLARSHIPS IN LAW.

Of the three Junior Scholarships appropriated to the Faculty of Law one is awarded to a Student of the First Year, one to a Student of the Second Year, and one to a Student of the Third Year.

Subjects of Examination.—First Year.

LAW OF PROPERTY, &c.

Williams' Real Property.

JURISPRUDENCE AND CIVIL LAW.

Austin's Province of Jurisprudence. Lect. I.
Selections from the "Traité de Législation" of Dumont's Bentham, viz., "Principes de Législation" (omitting chaps. 6, 9, and 11).
Sandars' Institutes of Justinian, Introduction.
Maine's Ancient Law, chaps. II. and V.

Second Year.

All the business of the preceding Session.

EQUITY.

Smith's Manual of Equity Jurisprudence.

LAW OF PROPERTY, &c.

Williams' Personal Property; Smith's Lectures on the Law of Contracts.

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the first year, together with

Austin's Province of Jurisprudence, Lectures V., VI., and Introduction.
Dumont's Bentham—"Principes du Code Civil," 1st and 2nd Parts.
Sandars' Justinian, Book I.
Stephens' Criminal Law of England, chaps. I., III., IV., V.
Maine's Ancient Law, chaps. VIII.. IX., X.

Third Year.

All the business of the two preceding Sessions.

LAW.

Broom's Commentaries on the Common Law, Books II., III., and IV.
White and Tudor's Leading Cases in Equity, vol. I.

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the second year, together with

Sandar's Justinian, Book II.
The remainder of Maine's Ancient Law.
The remainder of Stephens' Criminal Law of England (omitting chap. VII., so far as p. 265, and from p. 338 to the end).
Hallam's Middle Ages, chap. VIII.

THE DEGREES OF LL.B. AND LL.D.

Candidates for the Degree of LL.B. are admitted to Examination for that Degree from the Queen's University in Ireland, one year after they have obtained the Degree of B.A., and completed the above curriculum for the Diploma in Elementary Law.

Candidates for the Degree of LL.D. are admitted to Examination for that Degree from the Queen's University in Ireland, at the expiration of two years after they have obtained the Degree of LL.B.

Senior Scholarship.

The College is empowered to award one Scholarship of the value of forty pounds, by Examination, to the most distinguished Student who shall have proceeded to the Degree of B.A., and who shall have completed the Course of legal study prescribed to candidates for the Degree of LL.B. The following is the course prescribed for Examination :—

JURISPRUDENCE AND CIVIL LAW.

The same as the course in these subjects for the Senior Scholarship in Arts (see p. 22).

PRINCIPLES OF CONSTITUTIONAL AND INTERNATIONAL LAW.

Hallam's Constitutional History of England; Kent's "Lectures on International Law" (prefixed to his "Commentaries"); Letters by "Historicus."

MEDICAL JURISPRUDENCE.

Works recommended—Smith's Analysis of Medical Evidence; Beck's Medical Jurisprudence; Taylor's Medical Jurisprudence; Orfila, Médecine Légale; Christison on Poisons; Abercrombie on the Intellectual Powers; Guy's Medical Jurisprudence; Sedillot, Manuel complet de Médecine Légale.

ENGLISH LAW.

All the business of the preceding Sessions.

LAW OF PROPERTY, &c.

All the business of the preceding Sessions :—

Jarman on Wills; Sugden on Powers; Taylor on Evidence.

PRIVILEGES OF LAW STUDENTS.

By the recent regulations of the Benchers of the King's Inns, candidates for the Bar who attend the Law Lectures in the Queen's Colleges, possess the same privileges as Students who attend the Lectures in Trinity College, Dublin.

Students intending to proceed for the Certificate of the Law Professors, so as to entitle them to serve an apprenticeship of *four* years instead of *five*, under the provisions of *an Act for amending the several Acts for the Regulations of Attorneys and Solicitors* (14 and 15 Vict., cap. 88), are required to enter their names with the Registrar, *either as Matriculated or Non-Matriculated* Students, and pay the necessary College and Class Fees to the Bursar before the commencement of the Law Lectures in each Session.

Such Students are required to attend all the Lectures and pass all the Examinations prescribed for the first and second years of the course of study for candidates for the Diploma of Elementary Law.

FACULTY OF MEDICINE.

DEGREE OF M.D.

Each Candidate for the Degree of Doctor in Medicine is required—

1. To have passed in one of the Colleges of the Queen's University the Examination for Matriculation in Arts, and to have been admitted a Matriculated Student in the Faculty of Medicine.

2. To have attended in one of the Queen's Colleges, lectures on one Modern Continental Language for six months, and Lectures on Natural Philosophy for six months.

3. To have also attended, in some one of the Queen's Colleges, at least three of the courses of Lectures marked with an asterisk in the annexed list. For the remainder of the courses, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

4. To pass two University Examinations—the first University Examination and the Degree Examination.

The curriculum shall extend over at least four years, and shall be divided into periods of at least two years each.

Candidates are recommended to pass the Matriculation Examination, prior to entering on the second period.

It is recommended that the first period shall comprise attendance on the following courses of medical lectures :—

*Chemistry.
*Botany with Herborizations for practical study, and Zoology.
*Anatomy and Physiology.
*Practical Anatomy.
*Materia Medica and Pharmacy.

And that the second period shall comprise attendance on the following courses of medical lectures :—

Anatomy and Physiology (*second course*).
Practical Anatomy (*second course*).
*Theory and Practice of Surgery.
*Midwifery.
*Theory and Practice of Medicine.
*Medical Jurisprudence.

In addition to the above courses of lectures, candidates shall have attended, during either the first or second period—

A Modern Continental Language (in one of the Colleges of the University.)
Experimental Physics (in one of the Colleges of the University.)

Also, during the first period—

Practical Chemistry (in a recognised Laboratory.)
Medico-Chirurgical Hospital (recognised by the Senate), containing at least sixty beds; together with the clinical lectures therein delivered, at least two each week—six months.

And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the clinical lectures therein delivered, for a period of three months, in an hospital containing not less than thirty beds; or six months in an hospital containing not less than fifteen beds.
Medico-Chirurgical Hospital (recognised by the Senate) containing at least sixty beds; together with the clinical lectures therein delivered—eighteen months.

Medical Examinations are held in June, and in September and October.

The June Examinations are Pass Examinations, and commence on the Tuesday following the second Saturday in June.

The Honor Examinations commence on the last Tuesday in September, and are followed by Pass Examinations.

Each candidate for examination in June must forward to the Secretary, on or before the first of June, notice of his intention to offer himself as a candidate, along with his certificates; and each candidate for examination in September or October must forward similar notice, along with his certificates, on or before the first of September.

The First University Examination in Medicine.

The First University Examination may be passed either in June or September.

It is competent for Students to present themselves for the Previous Examination at the termination of the first period of the curriculum, or at any subsequent period.

Before being admitted to examination, each candidate must produce satisfactory evidence of having completed the course recommended for study during the first period of the curriculum.

The First University Examination comprises the subjects recommended for study during the first period of the curriculum, along with which any Candidate may present himself for examination in Experimental Physics and Modern Languages, if he have already attended in one of the Queen's Colleges the prescribed courses on these subjects.

The Examination will be conducted principally by printed papers, to which written answers shall be given, but the Examiners are at liberty to add such *viva voce* examination, and to call for such demonstrations and experiments as they may deem necessary.

English Composition forms a part of all University Examinations.

Competitors for Honors will be examined in all the subjects of the

First Medical Examination, including Experimental Physics and Modern Languages.

Two Exhibitions, one consisting of two instalments of £20 each, the other of two instalments of £15 each, will be awarded to the best answerers at the Honor Examinations, if they be recommended by the Examiners as possessed of sufficient absolute merit. Further regulations regarding these Exhibitions will be found in p. 40.

The candidates who pass with Honors will be arranged in three classes, the names in each class being arranged alphabetically.

Candidates who defer passing their First Medical Examination until they present themselves at the Degree Examination are not eligible for Honors with the First Examination.

The Honor Examination will be held in September. The Examination held in June is a Pass Examination, and will commence on Wednesday, the 15th of June. A Pass Examination will also be held in September.

Degree Examination in Medicine.

Examinations for the Degree of M.D. will be held in June and September.

The Fee for the Degree of M.D. is Five Pounds.

Each Candidate must be recommended by the President of his College, and produce certificates to the following effect :—

1. A certificate from the Secretary of the Queen's University, that he has passed the Previous Examination, unless the candidate present himself for both Examinations simultaneously.
2. From the Council of his College, that he has passed a full Examination in the subjects of study prescribed in the Course of Matriculation for Arts, and has been admitted a Matriculated Student of the College in the Faculty of Medicine.
3. That he has attended in the Colleges of the Queen's University three of the courses marked with an asterisk on pp. 26, 27, lectures on one Modern Language, and lectures on Experimental Physics.
4. Certificates that he has completed all other prescribed courses.

The Degree Examination comprises the subjects recommended for study during the second period of medical education, along with Experimental Physics and one Modern Language, unless an Examination in these subjects have been already passed at the Previous Medical Examination.

The Examinations will be conducted principally by printed papers, to which written answers shall be given ; but the Examiners are at liberty to add such *viva voce* examination, and to call for such demonstrations and experiments as they may deem necessary.

Candidates who graduate with Honors will be arranged in three classes, the names in each class will be placed alphabetically.

Candidates who take a First Class will receive a Medal and Prize.

Candidates who take a Second Class will receive a Prize.

Candidates who take a Third Class will receive a Certificate of Honor.

The Examination for the Degree with Honors will commence on the last Tuesday in September, and will be followed by the Examination of those candidates who seek to graduate without Honors.

The Examination held in June is a Pass Examination, and will commence on Tuesday, the 14th of June.

Matriculation.

Candidates for the Degree of M.D. in the Queen's University are required to pass a Matriculation Examination in the following subjects :—

GREEK.

Xenophon—The Anabasis, Book I.
Grammar.

LATIN.

One of the following authors :—

Virgil—Æneid, Book I.
Cæsar—Gallic War, Book V.
Retranslation from English into Latin of portions of Cæsar.

ENGLISH.

Grammar and Composition.

MATHEMATICS.

Arithmetic and Algebra :—

The First four Rules of Arithmetic ; Vulgar and Decimal Fractions ; the Rule of Three ; Addition, Subtraction, Multiplication and Division of Algebraical Quantities ; Simple Equations.

Geometry :—

Euclid, Book I.

HISTORY AND GEOGRAPHY.

History :—

Outlines of Grecian and Roman History.

Geography :—

Outlines of Ancient and Modern Geography.*

DAYS AND HOURS OF LECTURES.

	Subjects.	Months.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Period.	French,	VI.	10	.	10	.	10	.
	German,	VI.	.	.	.	10	.	1
	Botany and Zoology,	VI.	.	11	.	11	.	11
	Natural Philosophy,	VI.	.	12	.	12	.	12
	Chemistry,	VI.	12	.	12	.	12	.
	Logic,		1	.	1	.	1	.
	Anatomy and Physiology,		2	2	2	2	2	.
	Practical Anatomy,		1	1	1	1	1	1
	Practical Chemistry,		.	2	.	2	.	2
	Materia Medica,		4	.	4	.	4	.
2nd Period.	Practical Anatomy,		9	9	9	9	9	.
	Anatomy and Physiology,		2	2	2	2	2	.
	Surgery,		4	.	4	.	4	.
	Midwifery,		.	3	.	3	.	3
	Medicine,		3	.	3	.	3	.
	Medical Jurisprudence,		.	4	.	4	.	4

MEDICAL SCHOOL, QUEEN'S COLLEGE, GALWAY.

The lectures of the Professors are fully recognised by the Queen's University, the Universities of Dublin, London, Edinburgh, Oxford, Glasgow, Durham ; the University and King's College, Aberdeen ; the College of Physicians, London ; the Royal College of Surgeons in Ireland, England, and Scotland ; the Faculty of Physicians and Surgeons, Glasgow ; the Apothecaries' Halls of Dublin and London ; the Army, Navy, and East India Medical Boards.

The hospitals in connexion with the College are in its immediate vicinity. They contain on an average two hundred patients, and are

* Rev. T. K. Arnold's Handbooks are recommended.

visited every morning by Professors of the College, who deliver clinical lectures. Attendance upon these hospitals and clinical lectures fully qualifies for the Royal Colleges of Surgeons of England, Ireland, and Scotland, as well as for the Queen's University.

The Anatomical Buildings within the College grounds contain a theatre for Demonstrations and a Dissecting Room, which affords every facility for study.

The Pathological Department of the Medical Museum has received a large and valuable accession of preparations and drawings, the collection of a late eminent teacher. It contains Wax Models representing Skin Affections, and Surgical Diseases both before and after operation. The Anatomical Department contains a variety of Osteological, Vascular, and other preparations, besides Casts and Models. Instruction in Microscopic Anatomy is given in the Physiological Class-room.

The Museum of Materia Medica contains a perfect collection of the medicines in the British Pharmacopæia, both pure and spurious, and of several foreign ones; of the ores and minerals that furnish medicines, prepared medical plants, and complete series of coloured botanical plates; various apparatus for the application of medical electricity and other operations in connexion with the Materia Medica and Pharmaceutical processes.

In the department of Medical Jurisprudence there are, in addition, the various poisons in their several forms and combinations, and a complete collection of tests and apparatus for exhibiting toxicological and other analyses, &c.

The College has added to its means of teaching the collection of the late Doctor Montgomery, formerly Professor of Midwifery in the King and Queen's College of Physicians in Ireland. It consists of above 600 specimens illustrative of:—

1st. The Anatomy and Physiology of the reproductive system, comparative and human.

2nd. Parturition and deviations from the natural process.

3rd. The diseases of pregnancy and of the puerperal state.

4th. Organic derangements unconnected with these condions; and

5th. The Pathology of intra-uterine existence.

Library.

The Library of the College contains at present many thousand volumes, and additions are being constantly made. The Medical division comprises almost every work of note in each branch of Medical Science, together with a large collection of costly plates. There is also a Lending Library, from which Students are permitted to borrow books.

SCHOLARSHIPS.

Eight Junior Scholarships are appropriated to the Faculty of Medicine of the value of £25 each. Of these—

Two	are allotted to	Students of the	First Year.
Two	„	„	Second Year.
Two	„	„	Third Year.
Two	„	„	Fourth Year.

Regulations respecting Medical Scholarships and Exhibitions.

(Scholars are required to pay only one-half of the ordinary class fee for each obligatory course of lectures.)

First Year's Scholarships.

All Students who have passed the Matriculation Examination may compete for the Scholarships of the first year.

For the one Scholarship the Examination will embrace the course prescribed for the Literary Scholarships of the first year, in the Faculty of Arts.

For the other Scholarship the course prescribed for Science Scholarships of the first year in the Faculty of Arts.

For these courses see pp. 18, 19.

If at either of these Examinations a competent candidate do not present himself, the Scholarship assigned to that department may be awarded to the other department, if there be in the latter a second candidate duly qualified.

A Student to whom a Scholarship of the first year has been awarded, shall attend the following courses :—

A Modern Language.
Natural Philosophy.
Anatomy.
Chemistry.
Botany.
Zoology.

Second Year's Scholarships.

A Candidate for second year's Scholarship may select for the subjects of his Examination, in addition to Anatomy and Physiology, any two of the following subjects. The value of each subject shall be estimated according to the number placed opposite to it in the following list, and no mark under 100 shall be taken into account in any subject :—

Anatomy and Physiology,	1,000
Chemistry,	500
Botany,	500
Zoology,	500
A Modern Language,	500
Natural Philosophy,	500
Materia Medica,	500

SUBJECTS OF EXAMINATION.

FRENCH.*

Mignet—Révolution Française.
Racine—Athalie.
Outlines of French Literature.
Translation from English into French.

GERMAN.*

Schiller—Wilhelm Tell.
Outlines of German Literature.
Translation from English into German.

Natural Philosophy.—Elements of Mechanics, Hydrostatics, Pneumatics, Optics, Heat, and Electricity.

* The candidate may select either French or German.

Zoology.—Vertebrata.

Botany.—Structural and Physiological Botany; Principles of Classification; Characters of the Natural Orders yielding medicinal plants.

Anatomy and Physiology.—Osteology, Textual Anatomy, and Functions of the Viscera.

Chemistry.—General Principles of Chemical Philosophy; Laws of Combination by weight and volume; Atomic Theory; Nature of Salts, &c.; Chemistry of non-metallic bodies; Chemistry of Metals; Organic Chemistry.

A Student to whom a Scholarship of the second year has been awarded shall attend such of the medical courses assigned to the first period of the curriculum prescribed in the University regulations as he has not already taken. He shall also take a course of Modern Languages and of Natural Philosophy, if he have not previously done so in a Queen's College.

Third Year's Scholarships.

To be allowed to compete for a Scholarship of the third year, a Student must have attended in a Queen's College, or in some University capable of granting Degrees in Arts, Law, and Medicine, four of the following courses :—

Anatomy and Physiology.
Chemistry.
Botany.
Zoology.
Practical Chemistry.
Practical Anatomy.
Materia Medica.

The Examination shall include the following subjects. The value of each shall be estimated by the number placed opposite it in the following list; and no mark under 300 shall be taken into account in either of the first named, nor under 200 in the last named :—

Descriptive Anatomy, ...	1,000
Materia Medica, ...	1,000
Practical Chemistry, ...	500

Subjects of Examination.

Anatomy.—Descriptive Anatomy.

During the Examination, Candidates may be called on to make dissections, or to describe structures placed before them.

Materia Medica.—Diuretics, Cathartics, Anodynes, Narcotics and Tonics, Vesicant and Pustular Counter-Irritants.

Practical Chemistry.—As taught in the class.

Primary and Secondary operations of the different Medicines of each class. Symptoms indicating their unhealthy action, and treatment to counteract such action.

A Student to whom a third year's Scholarship has been awarded, shall attend, during the year of his election, four at least of the courses prescribed for the second period in the University regulations.

Fourth Year's Scholarships.

To be allowed to compete for a Scholarship of the fourth year, the candidate must have attended all the strictly professional courses of the first period, and must have attended in a Queen's College, or a University capable of granting Degrees in Arts, Law, and Medicine, three at least of those of the second period prescribed in the regulations of the Queen's University.

A candidate for fourth year's Scholarship may choose any four of the following subjects, provided he has attended lectures upon them, as those in which he shall be examined. The value of each subject shall be estimated by the number assigned to it in the following list, and no mark under 300 shall be taken into account:—

Anatomy and Physiology,	1,000
Practical Anatomy,	1,000
Theory and Practice of Surgery,	1,000
Midwifery and Diseases of Women and Children,	1,000
Theory and Practice of Medicine,	1,000
Medical Jurisprudence,	1,000

SUBJECTS OF EXAMINATION.

Physiology; Anatomy, descriptive, topographic, and surgical; Embryology. Candidates will be required to name objects placed under the microscope, and to make dissections.

THERAPEUTICS AND PATHOLOGY.—1. Candidates must be prepared to answer in any part of the previous course of lectures in Materia Medica; Poisonous actions of Medicaments; symptoms and tests. They will also be required to write prescriptions in proper form on given subjects.

2. Inflammatory diseases of the Heart and Lungs.

3. Fractures; operations for Hernia; Aneurism; Ligature of Arteries.

4. Causes and treatment of difficult parturition; diseases of parturition; diseases of infancy.

A Student to whom a Scholarship of the fourth year has been awarded shall attend during the year of his election two at least of the practical courses prescribed for the second period in the University regulations; and if more courses are required to complete the curriculum, both as to professional and non-professional subjects, he shall also attend them.

EXHIBITIONS.

In addition to the Scholarships above mentioned, the Council will offer for competition, at the commencement of the Session 1864–65, the following Exhibitions:—

Two of the value of		£10	to Students of the	First Year.
Two	,,	£10	,,	Second Year.
Two	,,	£10	,,	Third Year.
Two	,,	£18	,,	Fourth Year.

Medical Exhibitions are open to all Students who have passed the Matriculation Examination. To compete for these Exhibitions it is not necessary that the Student shall have attended any course in a Queen's College or a University. The same option as to the subjects for examination is granted as in the case of the corresponding Scholarships, but the Candidate will require to produce evidence that he has attended a course of lectures on each subject so chosen.

Successful candidates shall be bound to attend the lectures prescribed in the above rules for Scholars of the corresponding year.

NON-MATRICULATED STUDENTS.

Any course or courses of lectures may be attended by Non-Matriculated Students, without passing any examination, on paying the regulated class fee to each Professor whose lectures they attend. Such Students are admissible to the Library on payment of a fee of Fifteen Shillings for the year.

SCHOOL OF CIVIL ENGINEERING.

Candidates for the Diploma in Civil Engineering are required :—

1. To have been admitted Matriculated Students of one of the Colleges of the Queen's University in the Department of Civil Engineering.
2. To have studied in the Colleges of the Queen's University the course herein prescribed.
3. To have passed two University Examinations.

Candidates for Matriculation are examined in the following subjects :—

MATHEMATICS.

Arithmetic :—

Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra :—

Including Fractions, Proportion, and the Solution of Simple Equations.

Geometry :—

Euclid, Books I., II., III., VI., with Definitions of Book V.

HISTORY, GEOGRAPHY, AND THE ENGLISH LANGUAGE.

History :—

Outlines of Ancient History.

Geography :—

Outlines of Ancient and Modern Geography.

English :—

English Grammar and Composition.

The course for the Diploma in Civil Engineering usually extends over three Sessions, and comprises attendance on the following curriculum:—

FIRST SESSION.

Mathematics (first course).
Chemistry.
A Modern Language.
Geometrical Drawing.
Office Work.

SECOND SESSION.

Mathematics (second course.)
Mathematical Physics.
Experimental Physics.
Mineralogy, Geology, and Physical Geography.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy (applied).
Civil and Mechanical Engineering.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these courses in all cases includes passing such Examinations as may be appointed by the College Council, as well as the catechetical parts of the courses of lectures.

Engineering Students must reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of

the order in which the subjects shall be studied will be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Diploma after two year's residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the first and second Sessions is deemed by the Council satisfactory. In such cases the certificate of the Council will be accepted in lieu of attendance upon these courses, but will not exempt candidates from the University Examinations in them.

Candidates for the Diploma in Civil Engineering are required to pass two University Examinations,—the First University Examination which is held simultaneously in each of the Colleges of the University, and the Diploma Examination which is held in the Hall of the University in Dublin.

Students who have completed their second Session must attempt the First University Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have attempted, but failed to pass, the First University Examination in October, will be admitted to a Supplementary Examination.

First University Examination in Engineering.

The course for the First University Examination includes French; Geometrical Drawing; Mathematics (first course); Mathematics (second course); Mensuration, Levelling, and Mapping; Experimental Physics.

The Examination will be held shortly after the commencement of the College Session, upon days which will be appointed before the 1st of October.

Each candidate must forward to the Secretary, on or before the 1st of October, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes, the names in each class being placed alphabetically.

Two Exhibitions, one of the annual value of £20 for two years, the other of the annual value of £15 for two years, will be competed for at the Honor Examination. For the regulations regarding these Exhibitions see p. 40.

Examination for the Diploma in Civil Engineering.

The Examination for the Diploma in Civil Engineering will embrace the following course:—Engineering; Mensuration, Levelling and Mapping; Mathematical Physics; Natural Philosophy, applied; Chemistry; Mineralogy, Geology, and Physical Geography. Each candidate will also be required to produce at this Examination the Field-notes and Drawings of a Survey made by him.

Candidates who have completed the Engineering Course may present themselves as candidates for the Diploma, either with Honors or without Honors.

The Examinations for the Diploma in Civil Engineering will commence on the last Tuesday in September, and end on the second Tuesday in October. The Honor Examination will precede the Pass.

Each Candidate must forward to the Secretary, on or before the 1st of

September, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes; the names in each class will be placed alphabetically.

Candidates who take a First Class will receive a Medal and Prize.

Candidates who take a Second Class will receive a Prize.

Candidates who take a Third Class will receive a Certificate of Honor.

Candidates are recommended to provide themselves with drawing instruments and materials, viz.:—a T square; pair of set squares; pair of compasses, with pen and pencil legs; drawing-pen; 12-inch scale, divided on one edge decimally to two chains to an inch, and on the other side, duodecimally to five feet to an inch; an offset scale 20 and 40; also pencils, papers, colours, &c.

DAYS AND HOURS OF LECTURES.

	Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Year	French,	1, 2, 3,	10	.	10	.	10	.
	Chemistry,	1, 2, 3,	12	.	12	.	12	.
	Mathematics (pass),	1, 2, 3,	1	.	1	.	1	.
	Mathematics (honor),	1, 2, 3,	.	1	.	1	.	.
	Geometrical Drawing,	1, 2, 3,	11	.	11	.	11	.
	Office Work,	1, 2, 3,	.	.	.	.	.	.
2nd Year	Civil Engineering,	1, 2, 3,	10	.	10	.	10	.
	Office Work,	1, 2, 3,	.	.	.	.	.	.
	Mineralogy, &c.,	1, 2, 3,	1	.	1	.	1	.
	Mathematical Physics (pass),	1, 2, 3,	.	12	.	12	.	12
	Experimental Physics,	1, 2, 3,	11	.	11	.	.	.
	Mathematics (honor),	1, 2, 3,	12	.	12	.	12	.
	Mathematical Physics(honor),	1, 2, 3,	.	2	.	2	.	.
	Mathematics (pass),	1, 2, 3,	.	1	.	1	.	.
3rd Year	Civil Engineering,	1, 2, 3,	1	.	1	.	1	.
	Office Work,	1, 2, 3,	.	.	.	.	.	.
	Natural Philosophy (applied),	1, 2, 3,	10	.	10	11	.	.

SCHOLARSHIPS.

Of the five Scholarships appropriated to the Department of Engineering, two are awarded to Students of the first year, two to Students of the second year, and one to a Student of the third year.

SUBJECTS OF EXAMINATION.—FIRST YEAR.

The course prescribed for Science Scholarship of the first year.

SECOND YEAR.

The course of Elementary Mathematics prescribed for the Science Scholarship of the second year, together with the courses of Chemistry, Modern Languages as prescribed for Literary Scholarship of second year, OfficeWork, and Geometrical Drawing prescribed in the course for Students in Engineering of the first year.

THIRD YEAR.

The courses of Mathematics, Mathematical and Experimental Physics, Mineralogy and Geology, Engineering and Office Work, prescribed to Students of the second year.

EXHIBITIONS.

In addition to the Scholarships above mentioned, the Council will offer to competition at the commencement of the Session 1864–65, the following Exhibitions :—

One of the value of £15, and one of the value of £12, to Students of the first year.

One of the value of £15 to Students of the second year.

These Exhibitions will be awarded at the same Examinations and on the same conditions as the Scholarships.

CERTIFICATE OF COMPETENCY TO ACT AS ASSISTANT TO AN ENGINEER.

Each Student in Engineering who has completed the course prescribed for the first, second, and third sessions, is entitled to obtain a Certificate of being qualified to act as Assistant to an Engineer, provided that, before obtaining such Certificate, he produce a plan and field-book of a survey executed by himself, containing not fewer than twenty statute acres and four subdivisions. The plan must be drawn to a scale not smaller than three imperial chains to an inch, and the contents calculated and entered in a table.

PUBLIC COMPETITIVE EXAMINATIONS.

THE INDIAN CIVIL SERVICE.

The appointments to the Indian Civil Service have been thrown open to public competition, and are given by Examinations held under the Civil Service Commissioners.

For the subjects of Examination, and the marks allotted to each, and for the conditions under which candidates may present themselves, *see* p. 41.

As the Committee, upon whose suggestions the course was framed, contemplate that the candidates for examination for the above appointments will be, for the most part, successful competitors for the highest Collegiate and University distinctions, and anticipate that such candidates will be found to have in general aimed at attaining remarkable proficiency in some subjects of examination to the exclusion of others, classes suited to such advanced Students have been opened in Queen's College, Galway, in the following branches :—

ENGLISH LANGUAGE AND LITERATURE.—Composition, English Literature and History, including that of the Laws and Constitution. The Professor of History and English Literature will deliver two advanced courses on these subjects.

LANGUAGE, LITERATURE, AND HISTORY OF GREECE.—Two advanced courses will be delivered by the Professor of Greek, embracing all the great departments of Grecian Literature. Minute attention will be given to Grammatical Analysis, and to the Theory and Practice of Composition in Prose and Verse.

LANGUAGE, LITERATURE, AND HISTORY OF ROME.—Two advanced courses will be delivered by the Professor of Latin, embracing all the great departments of Roman Literature. Minute attention will be given to Grammatical Analysis, and to the Theory and Practice of Composition in Prose and Verse.

LANGUAGE, LITERATURE, AND HISTORY OF FRANCE—LANGUAGE, LITERATURE, AND HISTORY OF GERMANY.—The Professor of Modern Languages delivers, every Session, five courses of lectures on the Language, Literature, and History of France and Germany.

MATHEMATICS, PURE AND MIXED—Four advanced courses will be delivered by the Professors of Mathematics and Natural Philosophy, embracing the following branches, so far as the attainments of the classes will permit:—

Pure Mathematics:—

Differential and Integral Calculus; Calculus of Variations; Calculus of Operations; Calculus of Differences; Analytic Geometry of two and three dimensions; Pure Geometry of two and three dimensions.

Mixed Mathematics:—

Mechanics (Duhamel's Mécanique and Lagrange's Mécanique Analytique).—Astronomy—Lunar and Planetary Theories, Tides, Precession and Nutation; Figure of the Earth (Newton's Principia, and Pratt's Mechanical Philosophy).

NATURAL SCIENCES—CHEMISTRY.—A laboratory course may be taken out under the instruction of the Professor and his Assistant, in addition to the general course.

ELECTRICITY AND MAGNETISM.—An advanced course of lectures will be delivered on Experimental Physics, embracing Electricity and Magnetism, Heat, Light, and Sound.

NATURAL HISTORY, GEOLOGY, AND MINERALOGY.—The usual courses of the Professors of Natural History, and of Geology and Mineralogy, will be found sufficient.

MORAL SCIENCES.—The Professor of Logic and Metaphysics will deliver two advanced courses of lectures—one on Logic, Deductive and Inductive, and one on Moral and Political Philosophy. The Students will also be exercised in oral examination on standard authors, and in the writing of essays on the objects of the course.

Students may select at their option any of the above courses.

Fee for attendance on each course, £2, with the exception of the laboratory course in the Chemical Department, the fee for which depends on the time spent by the Student in the Laboratory.

An annual fee of Five Shillings to be paid to the College by each Student in addition to the class fees.

INDIAN ENGINEERING ESTABLISHMENT.

For the regulations for the Competitive Examination for appointments in the Indian Engineering Establishment see Appendix.

Two of the three years which candidates for the Civil Engineering Department of the Indian Service are required to pass in the office of a Civil Engineer are dispensed with in favour of Students who have studied for two years in the Engineering School of this College.

A highly advantageous arrangement has been made to enable such candidates to complete their qualifications by passing a year in the office of a Civil Engineer.

EXAMINATIONS FOR APPOINTMENTS IN THE HOME CIVIL SERVICE AND FOR DIRECT APPOINTMENTS TO THE ADVANCED OR PRACTICAL CLASS OF THE ROYAL MILITARY ACADEMY AT WOOLWICH.

Classes have been formed in the Queen's College, Galway, for the purpose of preparing Students for the Examinations prescribed for the appointments above mentioned.

Gentlemen intending to join these classes may obtain the requisite information on application to the Registrar, Queen's College, Galway.

PRIZES FOUNDED BY PUBLIC SUBSCRIPTION.

At a public meeting of the University in October, 1861, Sir Robert Peel offered the sum of £1,200 to found three exhibitions* of £40 each, to be competed for annually for ten years; and he expressed his desire that these prizes should be tenable along with the small Scholarships attached to the Queen's Colleges, in order that his benefaction might have the effect of increasing the value of the rewards provided for the most deserving students.

When announcing this munificent gift, Sir Robert Peel invited others to co-operate with him in thus endeavouring to promote United Education, without adding to the burden on the public purse; and his invitation met with so ready a response, that it became necessary to form a Committee, which should take charge of the subscriptions, and make regulations for the proper allocation of the funds. This Committee consisted of Sir Robert Peel, Bart., M.P. (*Chairman*); the Duke of Leinster; the Lord Talbot de Malahide, F.R.S.; the Right Honorable Abraham Brewster, M.A., Q.C.; Sir James Emerson Tennent, LL.D.; James Naper, D.L.; Alexander Thom, Esq.; Benjamin Lee Guinness, Esq.; William Malcomson, Esq.; and G. Johnstone Stoney, M.A., F.R.S. (*Honorary Secretary*).

Prizes which have been Founded.

This munificence on the part of the public has enabled the Committee to found the following prizes, to be competed for annually for ten years; and to place at interest a considerable sum,† which will accumulate and form the nucleus of a fund for continuing these most useful aids to learning beyond that time.

Exhibitions in the Faculty of Arts.

Three exhibitions of £20 a-year for three years, three exhibitions of £15 a-year for three years, and two exhibitions of £10 a-year for three years, will be competed for annually in the Faculty of Arts. The three £20 exhibitions will be awarded to the candidates who stand foremost in order of merit from each College at the First University Examination in Arts; and the three £15 exhibitions to the candidates who stand second in order of merit from each College; provided that their names appear in the First Class of the division list at that examination. Of the two £10 exhibitions, one will be awarded to the best answerer in Mathematical Science, and the other to the best answerer in the Ancient Classics at the First University Examination. The £10 exhibitions are open to the competition of candidates from all the Colleges, and may be held along with one of the larger exhibitions.

Each candidate will be deemed a Student of that College in which he shall have attended the Lectures of the Second Session; and no Student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each exhibition will be paid at the time of competition; the second when the exhibitioner takes the Degree of B.A. in

* This allocation was afterwards changed, and Sir Robert Peel's benefaction merged in the general fund, in order that it might aid in establishing the connected series of prizes which the support of the public has enabled the Committee to found.

† £1,980 has been already invested, and the sum reserved for accumulation will probably be soon raised to £3,000. It is the intention of the Committee to add to the reserve fund whatever further sums may be at their disposal from lapsed exhibitions or other sources; as it is very important that the assistance which is now being afforded for ten years to students in the Queen's Colleges should not be allowed to come abruptly to an end at the close of that period.

the Queen's University, provided he graduate with honors, and within two academic years; and the third when he takes the Degree of M.A. in the Queen's University, provided he obtain it within three academic years from the time of competition.

Exhibitions in the Faculty of Medicine.

Two exhibitions, one consisting of two instalments of £20 each, and the other of two instalments of £15 each, will be competed for annually in the Faculty of Medicine. These exhibitions will be awarded for proficiency in the non-professional part of the First University Examination in Medicine: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The exhibitions in Medicine will be paid in two equal instalments: one at the time of competition; the other when the exhibitioner takes the Degree of M.D. in the Queen's University, provided that he graduate with honors, and within three academic years from the time of competition.

Exhibitions in the School of Engineering.

Two exhibitions, one of £20 a-year for two years, and the other of £15 a-year for two years, will be competed for annually in the School of Engineering. These exhibitions will be awarded at the First University Examination in Engineering: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each exhibition will be paid at the time of competition; the other when the exhibitioner takes the Diploma in Engineering of the Queen's University, provided that he take honors with it, and obtain it within two academic years from the time of competition.

Prizes in Composition, open to the competition of Graduates and Undergraduates.

Two prizes for English prose composition, one of £10 worth of books, and the other of £5 worth of books, have been founded, and are open to the competition of all members of the University who shall not have been graduated for more than three years at the time of competition, and who shall not have already twice obtained one or other of these prizes.

Prizes in Composition, open to the competition of all Undergraduates.

Two prizes in composition, one for English prose, the other for Greek or Latin prose, and each consisting of £5 worth of books, have been founded, and are open to the competition of all undergraduates, provided that neither the English nor the Classical prize be awarded oftener than twice to any student.

Prize in Composition, limited to the competition of Undergraduates in Medicine.

A prize of £5 worth of books has been founded, for a thesis on a subject to be prescribed, and is limited to the competition of the undergraduates in Medicine who shall not have already twice received the prize.

The subjects on which the competitors for composition prizes are to write will be announced on or before the first of June in each year; the compositions, with fictitious signatures, are to be sent in to the Secretary of the University, on or before the first of the following September, and the successful competitors will be declared at the next public meeting of the University.

Prizes at Entrance.

Two prizes for English prose composition, and two prizes for Geometry, have been founded in each College, to be awarded annually at entrance: first prize for English prose composition, £3 worth of books; second do., £2 worth of books: first prize for Geometry, £3 worth of books; second do., £2 worth of books.

All the exhibitions and prizes now founded by public subscription shall be tenable along with any other scholarships, exhibitions, or prizes to which the successful competitors may be otherwise entitled.

Persons who wish to add to this Fund may find the following forms of use:—

FORM OF DONATION.

I enclose Pounds sterling, and desire that this sum be expended in founding Exhibitions or other Prizes to encourage learning and promote industry among the Students and Graduates of the Queen's University in Ireland.

Dated at this day of , 186

(Signed),

To the Right Honorable
Sir ROBERT PEEL, Bart.,
Chairman of the Committee for augmenting the Endowments of the Queen's Colleges.

FORM OF SUBSCRIPTION FOR A TERM OF YEARS.

I enclose as the First Instalment of my Subscription to the *Fund for the Endowment of Prizes, in connexion with the Queen's University in Ireland*, and I will cause an equal sum to be lodged in the Bank of Ireland to the credit of the same Fund, before the first of January in *each* of the next years.

Dated this day of , 186

(Signed),

To the Right Honorable
Sir ROBERT PEEL, Bart.,
Chairman of the Committee for augmenting the Endowments of the Queen's Colleges.

EXAMINATIONS FOR THE CIVIL SERVICE OF INDIA.

REGULATIONS for the OPEN COMPETITION of 1864, and the FURTHER EXAMINATION of 1865.*

1. In June or July, 1864, an examination of candidates will be held in London. Not less than candidates will be selected, if so many

* The regulations are liable to be altered in future years.

shall be found duly qualified. Of these, will be selected for the Presidency of Bengal [for the Upper Provinces, and for the Lower Provinces], for that of Madras, and for that of Bombay.*—Notice will hereafter be given of the days and place of examination.

2. Any natural-born subject of Her Majesty, who shall be desirous of entering the Civil Service of India, will be entitled to be examined at such examination, provided he shall, on or before the 1st May, 1864, have transmitted to the Civil Service Commissioners, Dean's Yard, London, S.W.:—

(*a.*) A certificate of his birth, showing that his age on the 1st May, 1864, will be above eighteen years and under twenty-two years.

(*b.*) A certificate, signed by a physician or surgeon, of his having no disease, constitutional affection, or bodily infirmity, unfitting him for the Civil Service of India.

(*c.*) Satisfactory proof of good moral character.

(*d.*) A statement of those of the branches of knowledge hereinafter enumerated in which he desires to be examined.

3. In any case in which a doubt may arise as to the eligibility of a candidate in respect of age, health, or character, such inquiries as may be necessary will be instituted by the Civil Service Commissioners.

4. The examination will take place only in the following branches of knowledge:†—

	Marks.
English Language and Literature:—	
Composition,	500
English Literature and History, including that of the Laws and Constitution,	1,000
	1,500
Language, Literature, and History of Greece,	750
" " Rome,	750
" " France,	375
" " Germany,	375
" " Italy,	375
Mathematics, Pure and Mixed,	1,250
Natural Science; that is, (1.) Chemistry, (2.) Electricity and Magnetism, (3.) Natural History, (4.) Geology, and (5.) Mineralogy.	500
*** No candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500 marks) may be obtained by adequate proficiency in any three.	
Moral Sciences; that is, Logic, Mental and Moral Philosophy,	500
Sanskrit Language and Literature,	375
Arabic Language and Literature,	375
	7,125

5. The merit of the persons examined will be estimated by marks, and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of

* The number of appointments to be made, and the number in each Presidency, and each division of the Presidency of Bengal, will be announced hereafter.

† It should be understood that candidates are at liberty to name at their pleasure any or all of these branches of knowledge (subject only to the restriction above mentioned as to Natural Science), and that no subjects are *obligatory*.

examination unless he shall be considered to possess a competent knowledge of that subject.*

7. The examination will be conducted by means of printed questions and written answers, and by *vivâ voce* examination, as may be deemed necessary.

8. The marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit, and such candidates shall be deemed to be selected candidates for the Civil Service of India. They shall be permitted to choose, according to the order in which they stand, as long as a choice remains, the Presidency (and in Bengal, the division of the Presidency) to which they shall be appointed.

9. In June or July, 1865, a further examination of the selected candidates will take place in the following subjects:—

	Marks.
1. Sanskrit,	500
Vernacular Languages of India (each),	400
*** Each candidate may name one or two languages; but he must pass either in Sanskrit or in a vernacular language current in the Presidency or division of Presidency which he has selected.	
2. The History and Geography of India,	350
3. The General Principles of Jurisprudence and the Elements of Hindu and Mohamedan Law,	1,200
4. Political Economy,	350

In this, as in the preceding examination, the merit of the candidates examined will be estimated by marks, and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it. The examination will be conducted by means of printed questions and written answers, and by *vivâ voce* examination, as may be deemed necessary.

10. No candidate will be permitted to proceed to India until he shall have passed the Further Examination, or after he shall have attained the age of twenty-four years.

11. The selected candidates who at the Further Examination shall be found to have a competent knowledge of the subjects specified in Regulation 9, shall be adjudged to have passed, and to be entitled to be appointed to the Civil Service of India.

12. The seniority in the Civil Service of India of the selected candidates shall be determined according to the order in which they stand on the list resulting from the Further Examination.

13. No person will, even after passing the Further Examination, be allowed to proceed to India unless he shall comply with the regulations in force, at the time, for the Civil Service of India, and shall be of sound bodily health and good moral character. The Civil Service Commissioners

* No candidate will be considered to "possess competent knowledge" unless he obtain
in Mathematics, Pure, ONE-TENTH of the maximum.
„ „ Mixed, ONE-TENTH of the maximum.
„ English, „ Classics, „ Oriental Languages, } ONE-SIXTH of the maximum.
„ Moral Science, „ Chemistry, „ Geology, „ Mineralogy, „ Natural History, „ Electricity and Magnetism, } ONE-FOURTH of the maximum.
„ Modern European Languages, ONE-HALF of the maximum.

will require such further evidence on these points as they may deem necessary before granting their certificate of qualification.

14. Applications from persons desirous to be admitted as candidates are to be addressed to the Secretary to the Civil Service Commissioners, Dean's Yard, London, S.W.

NOTE.—(1.) All persons appointed to the Civil Service will be required to attend at the India Office, to make the necessary arrangements for entering into covenant, and for giving a bond for £1,000, jointly with two sureties, for the due fulfilment of the same. The stamps payable by civilians on their appointment amount to £3 10*s*.

(2.) The Secretary of State for India in Council has authorized the Civil Service Commissioners to state that, with the view of meeting the expenses to be incurred by selected candidates during the interval which must elapse before they can proceed to India, it is his intention to allow the sum of £100 to each selected candidate who shall have passed the Further Examination in 1865 to the satisfaction of the Commissioners, and shall have complied with such rules as may be laid down for the guidance of selected candidates.

(3.) Candidates are at liberty to send in their names and evidence of age as soon as they think fit to do so; but evidence of health and character must bear date not earlier than the 1st March, 1864.

(4.) Candidates rejected at the Further Examination of 1865 will in no case be allowed to present themselves for re-examination in 1866.

COMPETITIVE EXAMINATION of CANDIDATES for JUNIOR APPOINTMENTS in the ENGINEER ESTABLISHMENT of the DEPARTMENT of PUBLIC WORKS in INDIA, to be held at the INDIA OFFICE in LONDON, in JUNE, 1864.

Candidates must be native British subjects, and not more than twenty-three years of age, and must have complied with one or other of the three following conditions :—

1. They must have passed not less than three years as Articled Pupils of a Civil, Mechanical, or Mining Engineer ; or,
2. Not less than three years in practice under a Civil, Mechanical, or Mining Engineer ; or,
3. Not less than three years altogether, of which part may have been passed in practice under a Civil, Mechanical, or Mining Engineer, and part in studying Civil, Mechanical, or Mining Engineering, in a School or College recognised by the Secretary of State as possessing an efficient class for instruction in one or other of those professions, with the proviso that one year at least of the three must have been passed in practice under a Civil, Mechanical, or Mining Engineer.

On these points they must be provided with satisfactory certificates, and they must also produce testimonials of good moral character and conduct from the engineers or professors under whom they have served, or by whom they have been instructed.

These documents must be delivered at the Department of Public Works in this Office between the 1st and 28th days of May next, both inclusive, during which period only will applications be received.

The names of the candidates will then be registered, and they will be directed to appear for medical examination before the Examining Physician, who will attend at this office for the purpose, on the first Saturday in June, between the hours of 1 and 3 P.M.

If then certified to be constitutionally fit for service in India, they will be required to attend, at 9 A.M. precisely, on the succeeding Monday and five following days at a competitive examination which will be held in this office.

The candidates will first be required to write English from dictation, and unless found able to do so with accuracy and facility, will not be permitted to remain during the subsequent examination. The other subjects

of examination and the maximum number of marks obtainable for proficiency in each class of subjects will be the following :—

MATHEMATICS.	
Arithmetic, *Mensuration*, and *Trigonometry*, including heights and distances,	220
Algebra: Elementary Principles; Simple and Quadratic Equations; Surds; Ratios and Proportion; Arithmetical and Geometrical Progression; Combinations, and the Binomial Theorem,	
Euclid: 1st, 2nd, 3rd, 4th, 6th, and first 21 Propositions of the 11th Book,	
Statics: Composition and Resolution of Forces, the Centre of Gravity, the Mechanical Power; Roofs, Arches, and Bridges; Strength of Materials; and Friction,	180
Dynamics: First Principles; Collision of Bodies; Uniformly Accelerated Motion; Circular Motion and Centrifugal Force; Labour and Machinery,	
Hydrostatics and *Hydraulics:* Pressure of Fluids; Specific Gravity, and Equilibrium of Floating Bodies; Elastic Fluids and Atmospheric Pressure; Hydrostatic Machines,	
ENGINEERING.	
Projects for Bridges, Locks, Dams, Roads, and other Engineering Works,	280
Making Working Drawings of Machinery and Plans, Elevations and Sections of Buildings,	
Carpentry, Ironwork, and Properties of Materials in general,	
Free-hand Drawing,	
Map Drawing,	
Framing of Estimates and Specifications from given plans and data,	80
SURVEYING.	
Trigonometrical Surveying and traversing with the Theodolite,	240
Land Surveying with Compass and Chain, and Plotting from a Field-Book,	
Levelling and Use of Instruments employed,	
Geometrical Drawing,	
	1,000

No candidate will be passed who shall not obtain 600 marks, of which not less than 200 must be awarded for Mathematics, not less than 180 for Engineering, and not less than 100 for Surveying. The candidates who may obtain the prescribed minimum number of marks will be ranked by the Examiners in the order of the numbers they may severally obtain; and of these the ten who may stand highest on the list will be appointed "Probationary Assistant Engineers."

Each Probationary Assistant Engineer must, within a month of his nomination, sign a covenant, describing the terms and conditions of his appointment, and must embark for India, when required to do so by the Secretary of State in Council, who will provide for the expenses of his passage. Any nominee not embarking, when required, will forfeit his appointment. Otherwise he will be allowed pay, at the rate of 170 rupees (which is about the equivalent of £17 in English money) a month from the date of his appointment.

On arriving in India, he will, at the discretion of the Local Government, either be placed in a Civil Engineering College, or other educational institution, in order to acquire a colloquial knowledge of one of the native languages, and to receive further instruction in his profession, or be at once employed as a Civil Engineer, and if found sufficiently qualified he will, on the occurrence of a suitable vacancy, be transferred to the effective establishment of the Public Works Department, with the rank to which his attainments may entitle him, and with all the rights and privileges appertaining to that rank in respect of pay, promotion, furlough, retiring pension, &c.

India Office, 10 July, 1863.

Competitive Examination of Candidates for appointment as Inspectors of the Third Grade in the Telegraph Department in India, to be held in London, in May, 1864.

Candidates must be native British subjects, and not less than eighteen nor more than twenty-four years of age, and must have complied with one or other of the three following conditions :—

1. They must have passed not less than two years in the service of one of the English Telegraph Companies, or of a Foreign Telegraphic Administration ; or,
2. Not less than two years as articled pupils of, or in practice under, a Telegraphic Engineer ; or,
3. Not less than two years in a school or college recognised by the Secretary of State, as possessing an efficient class for instruction in Chemistry and Physics, and during six months of that period must have given special attention to those subjects.

On these points they must be provided with satisfactory certificates, which must be delivered at the Department of Public Works in this Office between the 2nd and 18th days of May next, both inclusive, between which days only will applications be received.

The names of the Candidates will then be registered, and they will be directed to appear for medical examination before the Examining Physician, who will attend at this Office for the purpose, on Saturday, the 21st of May, between the hours of 1 and 3 P.M.

If then certified to be of constitutions sufficiently vigorous to bear the fatigue and exposure to which they would be liable when serving in India, they will be required to attend, at 9 A.M. precisely, on the succeeding Monday and following days, at a competitive examination which will be held in this Office.

The candidates will first be required to write English from dictation, and unless found able to do so with accuracy and facility, will not be permitted to remain during the subsequent examination. The other subjects of examination and the maximum number of marks obtainable for proficiency in each class of subjects will be the following :—

	Marks.
1. Arithmetic, Book-Keeping by single and double entry, Mensuration,	1,000
2. Euclid : 1st, 2nd, and 3rd Books, and Algebra, including simple and quadratic equations,	1,000
3. Geography, Plane Trigonometry, including practical knowledge of methods for heights and distances, Use of the Logarithmic and Trigonometrical Tables,	1,000
4. Elements of Physics, including Electricity and Elements of Chemistry,	2,000

No candidate will be passed who shall not obtain 2,000 marks, of which not less than 1,000 must be awarded for Physics and Chemistry. The candidates who may obtain the prescribed minimum number of marks will be ranked by the Examiners in the order of the numbers they may severally obtain ; and of these the twenty-five who may stand highest on the list will be appointed.

The successful candidates must, within a month of their nomination, sign covenants, describing the terms and conditions of their appointment, and must embark for India, when required to do so by the Secretary of State in Council, who will provide for the expenses of their passage. Any nominee not embarking when required will forfeit his appointment.

India Office.

INDIAN TELEGRAPH DEPARTMENT.

Present Classification of Appointments above the Grade of Signaller.

No. of Officers.	Grade.	Monthly Pay of each Officer.
		Rs.
1	Director General, . .	3,000.
1	Director of Division, .	1,000 increasing by annual additions of Rs. 100 to a maximum of Rs. 1,500.
2	,, ,, . .	700 ,, by annual additions of Rs. 50 to a maximum of Rs. 1,000.
1	Superintendent of Circle, .	700.
2	,, ,, .	600.
4	,, ,, .	500.
5	,, ,, .	400.
3	,, ,, .	350.
15	Assistant Superintendents,	300.
20	Inspectors of First Grade, .	250.
30	,, of Second Grade,	200.
40	,, of Third Grade,	150.

RULES of the HONOURABLE SOCIETY of KING'S INNS, with regard to the ADMISSION of STUDENTS into the SOCIETY, and to the DEGREE of BARRISTER-AT-LAW.

I.—Every person desirous to be admitted a Student into this Society shall, in order thereto, present at the Under-Treasurer's Office, three clear days at the least before the first day of term, a memorial in the printed form, No. 1, which memorial is to be signed and lodged by the Student himself, and the certificate annexed thereto, signed by a practising Barrister of at least ten years' standing.

II.—Every Student, on presenting such memorial, shall produce a certificate of having paid at the Stamp Office the stamp duty of twenty-five pounds sterling, and also pay to the Under-Treasurer the sum of twenty-one pounds ten shillings and four pence, including five pounds five shillings for admission to the King's Inns Library, and five pounds five shillings for lectures under the recent system of legal education—the balance being the ancient fee for admission into the Society as a Student. Students of the Colleges of the Queen's University who shall elect to attend the courses of lectures in those Colleges, as hereafter provided, are exempted from paying the above sum of five guineas for lectures.

III.—Every Student not a graduate of the University of Dublin, Oxford, Cambridge, Durham, London, or the Queen's University in Ireland, shall keep nine Terms' Commons in the Dining Hall of the Society, and also eight Terms' Commons in one of the Four Inns of Court in London, and shall lodge, with the Under-Treasurer, a certificate of having kept said eight Terms' Commons in one of the said Inns of Court in London, on presenting his memorial to be admitted to the degree of Barrister-at-Law.

IV.—Every such Student, if a graduate of any of the said Universities, is only required to keep six Terms' Commons in the Dining Hall of the King's Inns, and also six Terms' Commons in one of the Inns of Court in London.

V.—Every Student admitted into the Society after the first day of Trinity Term, one thousand eight hundred and fifty, if a graduate of the University of Dublin, Oxford, Cambridge, Durham, or London, or the Queen's University in Ireland, shall, as a condition precedent to being called to the Bar, produce certificates of his having attended two complete courses *at least* of lectures—viz., One complete course of lectures of any two, at his option, of the four Law Professors—namely, the Law Professors of the University of Dublin, and those of the King's Inns, and *at least* five-sixths of the lectures of each session or University term ; or if a

graduate in arts of the Queen's University in Ireland, shall have the option of producing certificates of having attended two complete courses, at least, of lectures of each of the two Law Professors of any College of the Queen's University, comprising not less than thirty-six lectures, and at least five-sixths of the lectures of each course, and of having passed the examinations in the College to which he belongs, on the subjects of the aforesaid two courses of lectures, provided that the curriculum prescribed by the said two courses of lectures shall embrace all that is contained in the course now prescribed by the Professors of the King's Inns, or as the same may be from time to time varied by any rules of the Benchers.

VI.—Every Student admitted into the Society after the above date (if not a graduate of one of the said Universities) shall, as a condition precedent to being called to the Bar, produce certificates of his having attended four courses of lectures—viz., One course of the lectures of each of the said four Professors, and *at least* five-sixths of the lectures of each session or University term, in such manner, however, that every such Student shall be engaged not less than three years in the study of the law in Ireland, exclusive of the two years necessary for keeping terms in England, in every one of which three years, one complete course of lectures must be kept; any Student who shall produce certificates of his having attended during three years the courses of lectures delivered by the Professors of English Law and of Jurisprudence, in one of the Colleges of the Queen's University, and of his having passed the general examinations in such College on the subjects so lectured on, shall be deemed entitled to such and the same privileges, in respect to his being called to the Bar, as if he had actually attended one course of the lectures of each of the two Law Professors of the University of Dublin, and had been engaged for two years in such attendance; but this rule and the preceding one are not intended to affect the number of Terms' Commons required by the present rules of the Society, to be kept by Students of the King's Inns, prior to being called to the Bar.

VII.—If from illness or other sufficient cause any Student should be prevented from completing any course of lectures necessary towards being called to the Bar, the Legal Education Committee have power to direct what further attendance, if any, shall be sufficient in such case.—Rules as to Legal Education, No. 3.

VIII.—Every such Student, having complied with the foregoing Rules, desiring to be admitted to the degree of Barrister-at-Law, and being of the full age of twenty-one years, shall present a memorial in the printed form No. 2, at the Under-Treasurer's Office, three clear days at the least before the first day of term, said memorial to be signed by the Student himself; the certificate annexed thereto to be signed by a practising Barrister of at least ten years' standing, and the declaration at foot thereof by a Bencher.

IX.—Every such Student so applying for admission to the degree of a Barrister-at-Law shall, on presenting his said memorial, pay to the Under-Treasurer the sum of thirty-two pounds eighteen shillings and nine pence, being the ancient fee payable to the Society thereon, and lodge at the same time a certificate of having paid fifty pounds stamp duty at the Stamp Office; also a certificate of having kept the requisite number of terms from one of the Inns of Court in England; and if a graduate of any of the said Universities, shall also lodge a testimonium from such University of having obtained the degree of Bachelor of Arts or Bachelor of Law therein.

By Order, CONWAY E. DOBBS, *Under-Treasurer.*

Dublin:—Printed by ALEXANDER THOM, 87 and 88, Abbey-street,
For Her Majesty's Stationery Office.

REPORT

ON

THE CONDITION AND PROGRESS

OF THE

QUEEN'S UNIVERSITY IN IRELAND,

FOR THE YEAR 1863.

BY

THE RIGHT HON. MAZIERE BRADY,
VICE-CHANCELLOR OF THE UNIVERSITY.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
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1864.

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REPORT.

TO HIS EXCELLENCY THE EARL OF CARLISLE, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

Queen's University, Dublin Castle,
January 1, 1864.

May it please your Excellency,

In the absence of the Earl of Clarendon, Chancellor of the Queen's University in Ireland, it becomes my duty as Vice-Chancellor, in compliance with the provisions of Her Majesty's Charter, to furnish to your Excellency the Report of the Condition and Progress of the University since the 1st January, 1863.

The General University Examinations of the year commenced on the 29th of September, 1863, and terminated on the 26th of October. Examinations for Degrees in the Faculty of Medicine were also held in June, and first University Examinations in Arts and Engineering were also held in May. At these various Examinations 252 Candidates presented themselves. Lists of those who were successful are annexed. App. II.

In addition to these Examinations for Members of the University, Examinations of Candidates who are not Members were held simultaneously in the month of June last at Dublin, Belfast, and Galway. Forty Candidates presented themselves for the Certificates awarded at these Examinations. Lists of those who were successful are annexed. App. II.

A public meeting of the University, to confer degrees and diplomas, and distribute prizes, was held in St. Patrick's Hall, Dublin Castle, on the 13th of October last. Your Excellency was graciously pleased to honour this meeting with your presence. An account of the proceedings is appended to this Report. App. I.

By a Statute of the new Charters of the Queen's Colleges, which passed the Great Seal on the 12th of October, 1863, the Senate has been empowered to call upon the Professors of the University to conduct the Examinations of Matriculated Students in the various branches of Education which are comprised in the

Curriculum of the Faculty of Arts. This power has secured to the University the services of Examiners of tried efficiency as teachers, and has also enabled the Senate to substitute a Board for a single Examiner in each subject. A copy of the Statute is appended to this Report. App. III.

The following papers relating to the University are annexed for your Excellency's information:—

App. IV. The Estimate for the current year.

App. V. The Cash Account for the year ended 31st of March, 1863.

App. VI. A Return of the several Meetings of the Senate since my last Report.

I have the honour to be

Your Excellency's

Obedient and faithful Servant,

MAZIERE BRADY, *C.*,

Vice-Chancellor.

APPENDIX.

Appendix I.

Public Meeting of the Queen's University in Ireland, held in St. Patrick's Hall, Dublin Castle, on the 13th October, 1863.

After the close of the examinations of the year 1862, a public meeting of the Queen's University was held in the Picture Gallery, Dublin Castle, on the 13th of October, 1863, for conferring degrees and diplomas.

A large number of distinguished persons having taken their places in the Examination Hall, the Vice-Chancellor and Senate of the University, the Professors and Examiners, and the Candidates, entered it in procession.

The Vice-Chancellor, attended by the Secretary, proceeded to the entrance of the hall, and conducted his Excellency the Lord Lieutenant to the chair set apart for him.

The Vice-Chancellor then opened the meeting in the following speech:—

I have the satisfaction of being able, at this our annual meeting for conferring the degrees and honours of the Queen's University in Ireland, to announce a remarkable increase in the numbers of the graduates and students of the Colleges of Belfast, Cork, and Galway, who have presented themselves at our examinations for the current year. The numbers for 1862 were 141, the largest which theretofore had come before us; while the examinations of this academic year have been attended by 177 individual students. Of these twenty-six have been found qualified for the degree of Doctor of Medicine, and forty-two have passed the first University examination for that degree; thirteen have passed the examination for the degree of Master of Arts, and forty-eight for the degree of Bachelor in that faculty; sixty-four students have passed the first University examination in Arts, several of whom are included among those whom I have enumerated as having also qualified for the degree of Bachelor; four students have successfully competed for our Diploma in Engineering; and fourteen, including three of those who have obtained the Diploma, passed the first University examination in that profession. The middle class examinations instituted by the University were holden at the appointed time, and were attended by thirty-four pupils of various schools. Of these eighteen were found sufficiently instructed to pass our examinations. I trust that in future years the University will be able to exhibit much larger results from this, as yet experimental, arrangement. Two doctors of laws of other universities, men of acknowledged eminence in their respective positions in the world of science —Dr. George Allman and Dr. M'Cosh—have sought admission to the like degree in the University; and I have received the ready sanction of the Senate to their admission accordingly.

Apart from the inferences to be drawn from the statements I have made of our University examinations for the year 1863, I have little to remark upon as to the condition and progress of the Queen's Colleges. The number of students in attendance on the College

Appendix. I. Public Meeting.

classes continues to increase with each succeeding year. The aggregate of those numbers for the sessions of 1861 and 1862 was 745; for the sessions of 1862 and 1863 it is 769. In the important competitive examinations for places in the public service, students of the Colleges have in this, as in former years, been very successful. For the Civil Service of India one candidate from the College of Galway, one from that of Cork, one from Belfast College, and one, whose education was conducted partly in Cork and partly in Belfast, obtained satisfactory places. A student from the College of Belfast, who is a Master of Arts of our University, obtained the first place in the competition for the Consular Service in Japan; and in what is designated as the further examination for service in India, six Belfast students, two from Cork, and three from Galway College, who had in previous years been admitted to that service, have been successful, while two from the College of Galway have succeeded in the competitive examinations for the department of Public Works in India. At home two of our graduates—one educated in the College of Cork, and one in that of Galway—have obtained, on competitive examinations, the valuable appointments of Inspectorships of National Schools; and in London, another of our graduates, educated in the Queen's College of Galway, has obtained a valuable Law Studentship at the examinations holden under the authority of the Inns of Court. Several candidates educated at our Colleges have been also successful at the examinations for the Army and Navy Medical Services, and at other minor examinations.

The Queen's University had completed the tenth year of its public meetings when we were last assembled here in 1862; we now, therefore, commence what I may designate as the second decade of its existence, with continued evidence of the advantages of our institutions, of their persistent excellence, and their steady progress. In the general march of education they have taken and they hold a foremost rank, and give abundant promise of still higher advancement—of increasing claims to public encouragement and national support. To assist the progress of the education of our country, whether in the most exalted halls of universities and colleges, in the scientific and industrial lecture-rooms and laboratories of museums and practical societies, or in the humbler but more widely diffused schools designed for the whole population of Ireland, is, to my apprehension, among the first of public duties. We long laboured under great deficiencies; these have been in a large measure supplied by the public bounty; and that bounty, I trust, will be ever directed to assist and advance that which in those various institutions has been so well established and so successfully carried on—not withdrawn or diminished on mere abstract or ill-digested speculations of unprofitable economy.

At our last meeting, his Excellency the Lord Lieutenant was pleased to announce that her Majesty's Treasury had assented to the proposition of the Irish Government, pressed on them originally by Mr. Cardwell, who was zealously followed by Sir Robert Peel, by which a certain addition would be made to the existing salaries of the able and distinguished professors of the colleges. I am happy to state that the details of that proposition have been since carried out. It was necessary to that end that new charters should be granted by her Majesty to the University and to the Colleges. Those to the Colleges have been prepared accordingly by the Royal authority, and I hope, in a day or two, to have the satisfaction of attaching to them the Great Seal of Ireland. I shall not now go into any particular statement of their provisions; advantage has been taken of this occasion to introduce some useful

alterations in the arrangement of our University examinations, giving to us the benefit, in important branches, of the services of all the College professors. Clauses are also introduced to effect amendments in the internal proceedings of the Colleges, and the constitution of their councils, and to define more precisely than had been done in the former charters the duties and position of their several authorities and officers; and I trust that, under these new provisions, the proceedings of these institutions will be carried on with advantage and satisfaction to all whose duty it will be to conduct or to obey them. By these charters I believe that, on the whole, a satisfactory adjustment will have been arrived at of questions which have at intervals excited some not unreasonable complaints, and were attended with considerable difficulty; but it is important that I should state that nothing is contained in them affecting in the slightest degree the general character of our institutions, or their adaptation to all the great purposes for which they were founded; they remain, as I trust they ever will remain, dedicated to the promotion of sound, united education among her Majesty's subjects of all classes and denominations.

It has, unhappily, more than once devolved upon me at these, our annual meetings, to express the regret felt by the Senate of the Queen's University in being deprived, by the hand of death, of some distinguished individual of their body. Since our incorporation we have lost one of its most active, influential, and valuable members, in the decease of that great ornament of the medical schools of Ireland—the late Sir Philip Crampton. It was but at our last meeting, in 1862, that I had to speak of the loss of another eminent member of the Senate—the Right Hon. Sir Thomas Wyse, then very recently removed from this life; and now, while I address this assembly, the yet unburied form of another of our colleagues, one of the most remarkable men of modern times—Richard Whately, late Archbishop of Dublin—lies a cold emblem of human mortality. It is to speak of but a small portion of his public career, to say, that from its first incorporation his Grace was a member of the Senate of the University—that he attended our meetings, assisted us with his opinions and advice, and ever manifested a warm interest in our success; that he was also a Visitor of one of the Queen's Colleges—that of Cork—and gave the sanction of his presence and the benefit of his counsel in the periodical visitations of that institution. Far more extensively was the name of the Archbishop known; his reputation was world-wide, and it may, almost without exaggeration or metaphor, be said that the fame and the appreciation of his character and writings reached to every corner of the earth. By the necessities of our position and the constitution of our University theological studies have no place amongst us. To the theologian and the divine, then, we must leave the consideration and the judgment of the Archbishop's labours in the cause of sacred literature, in the elucidation of Christian truth and apostolic doctrine, as well as in the more practical instructions of religious duty, so often given to the ministers and people of his Church. Looking, however, to another branch of his extensive studies, and to other evidences of his great intelligence, we can share with the world of philosophy and learning, with every university and college founded where English is a spoken language, in admiration of works which have become class-books as well in ours as in all other halls and schools of study,—in every seminary where instruction is given in logic, rhetoric, or political economy,—works which promise to endure to all future times and to last as long as the language in which they have been written. But, apart from all these great acquirements and labours, theological or

Appendix. I. Public Meeting.

secular, there stood out in him, appreciable by all, learned or unlearned, the great qualities of one of the clearest of human intellects,—of an independent, just, and tolerant mind, true to its purpose, honest in its intention, fearless in its advocacy of all he deemed to be the truth; and in him these high gifts were united to a kindly and benevolent heart, ever ready to give a charitable response to the demands of public or private necessities. Few know, perhaps none, the actual extent of his private bounty to those whose wants came more peculiarly and immediately under his notice while holding the exalted station he so long occupied among us. But we all must recollect the last instance of his public exertion in the cause of charity—in the institution of the subscription so recently made in Ireland in aid of the Lancashire distress,—a subscription which originated in his personal and urgent appeals to individual and public commiseration. For myself and the members of the Senate of the Queen's University, I have to express and record our deep regret at the loss of one from whose extensive learning and scholastic experience we derived important assistance on many occasions, and who gave his cordial co-operation to all our proceedings.

It is now my official duty, in the absence of our Chancellor (the Earl of Clarendon), to confer the degrees and diplomas of the University. His Excellency the Lord Lieutenant, who has been pleased to grace our meeting with his presence, has, with his usual kindness, assented to our request, that, as on many former occasions, he would distribute to the successful candidates for honors the medals and prizes which have been awarded to them by the Senate. In addition to our University distinctions, exhibitions have been obtained by nine of the College students from the public subscriptions originated by Sir Robert Peel, the results of which were so fully stated by Sir Robert at our last annual meeting.

The candidates were then called up in order, and the VICE-CHANCELLOR conferred upon each the degree or diploma which had been conferred by the Senate.

His Excellency the LORD LIEUTENANT was graciously pleased to distribute the prizes.

The ceremony having concluded, the VICE-CHANCELLOR addressed his Excellency as follows:—

Once more, my Lord, it is my gratifying office to tender to your Excellency the thanks of the Senate of the Queen's University of Ireland, as well for the renewed honour you have conferred upon us by your attendance to-day, and your assistance in an interesting portion of the ceremonials of the meeting, as for the support and encouragement which this body and the Colleges of which it is the head have always received at your hands. I know of no better form of expressing our grateful sense of what we owe to your Excellency's kindness and consideration than simply thus to say, We thank you; and I do so most sincerely, in the name of every member of our several institutions.

The LORD LIEUTENANT said—It seems rather a perverse coincidence that in company with the increasing dimensions and swelling fortunes of this institution, and of the growing interest which is felt in it, we should, by the domestic arrangements of the mansion in which we are met, be cooped into a smaller space than usual, and this only makes me wish the more eagerly that the time may not be far distant when the University will have a building of its own, duly accommodated to its high days and solemnities—

Dignis invita Pallada templis.

I always feel on these occasions that the Lord Chancellor—the Vice-Chancellor of the University—has brought before you in an exhaustive manner all the details connected with the progress of the University, and of its affiliated colleges. Among the other circumstances of the day I have been especially gratified at observing, seeking for *ad eundem* degrees, persons of conspicuous merit and fame in their own seats of learning. But I have now so frequently discharged the gratifying duty of distributing the prizes at this recurring celebration, and of addressing to the youthful competitors arrayed before us expressions of congratulation at their well-won honors, and of affectionate encouragement for their future careers, that I should feel completely unable to vary in any degree the utterances of former years were it not for one circumstance, indeed, of a most afflicting novelty.

On most previous occasions I have seen sitting beside me, in the highest place, highest in fame among the gathered nobles of the realm, Richard Whately, Lord Archbishop of Dublin. Within the previous week this great and good prelate has been removed from us. Beside the graceful and touching allusion of the Lord Chancellor, as the Vice-Chancellor of this University, to the loss of his illustrious colleague in its Senate, I feel profoundly that this is not the place, and that I am not the person, to deal with the highest aspects of this great bereavement. That pious office has been already rendered in its appropriate place, the chapel of this palace, by lips youthful indeed, but second in eloquence to none in Ireland, in a way of which I exhaust the praise when I say it was entirely worthy of the great theme. I stretch a daring hand to touch the cords of the hallowed tabernacle; but here, at least, in a learned assembly, met for a purpose purely academical, it is permitted, even to such as me, to hang one unavailing wreath upon the funeral bier of one whose mind and whose existence were strongly impregnated with academic influences, and who ever felt and displayed the most large and generous sympathies with every branch and form of learning. He came here from his own Oxford, and perhaps no intellect ever reflected more accurately the exhaustive learning and transparent clearness of her favourite Aristotle, though none would have more disdained to be slavishly bound by his or by any other person's trammels.

Magis amica veritas,—

the love of truth, and the unfaltering desire to discover, develop, and proclaim it, were the guiding instincts of his moral nature; and to this high bent he brought the aid of the highest gifts of mind—a perception alert, acute, and sagacious—a style of such marvellous perspicuity that the complacent reader and hearer became quite unconscious of the intricacies he threaded and the heights he surmounted, and a power of illustration in which I believe him to have been unparalleled by any other man that ever lived. His large toleration, his abounding charity, his luminous faith, I designedly leave to other pens and voices. He no longer moves, converses, preaches amongst us; but, though dead, he yet speaketh. The lessons that once flowed in such resistless logic from his living lips now breathe with scarcely less convincing clearness from his honoured grave. Few of you, my young friends, can hope to rise to so high a place either in Church or State, either in theology, literature, or science, as that which he filled and adorned; but there is enough to teach us that the causes why he was so admired in life and so mourned in death, were not because his seat was exalted among the great of the land—not because rank, and station, and authority will some few hours hence follow his bier down the cathedral aisle, and the anthem

Appendix. I. Public Meeting.

will peal above his cold remains;—but because he did what every one of you can do—he studied how to make the best use of the talents his Maker had confided to him, and devoted a life of conscientious and unflagging labour to his calling, his fellow-creatures, and his God.

The proceedings then terminated.

II. Degrees and Honors, 1863.

Appendix II.

Degrees and Honors conferred in 1863.

Degrees.

The Degree of LL.D.

Allman, George Johnston, LL.D., University of Dublin, *ad eundem.*
M'Cosh, the Rev. James, LL.D., University of Aberdeen, *ad eundem.*

The Degree of M.D.

FIRST CLASS.

Names.	College.
Corley, Anthony H.,	Galway.

SECOND CLASS.—None.

THIRD CLASS.

Bolster, Thomas G.,	Cork.
Evatt, George J. H.,	Galway.
M'Cloy, John W.,	Belfast.

UNCLASSED.

Barry, James,	Cork.
Bromlow, Thomas D.,	Galway.

Names.	College.
Browne, William A.,	Belfast.
Coulter, John G.,	Belfast.
Dickinson, Frederick F.,	Galway.
Hartland, John F.,	Cork.
Hinds, William R. G.,	Galway.
Hughes, John H.,	Galway.
Macdonald, John A.,	Belfast.
M'Gloin, Patrick F.,	Galway.
M'Kenzie, Joseph,	Belfast.
M'Swiney, Eugene V.,	Cork.
Mussen, Arthur,	Belfast.
Nelson, Joseph,	Belfast.
O'Brien, Eugene R.,	Cork.
Power, Pierce G., B.A.,	Cork.
Purcell, Ferdinand A.,	Cork.
Roe, William,	Galway.
Rooth, Samuel,	Belfast.
Ryan, James J.,	Cork.
Shaw, John A.,	Galway.
Taggart, William J., B.A.,	Belfast & Galway.

Degree of M.A.

FIRST CLASS.

Names.		College.
Aston, William G.,	First in Ancient Classics; and Second in Modern Languages,	Belfast.
Park, John,	First in Logic, Metaph., and Pol. Economy,	Belfast.
Reid, Robert,	First in Experimental Science,	Belfast.

SECOND CLASS.

Allen, Hamilton L.,	Second in Ancient Classics,	Belfast.
Dixon, William,	Second in Logic, English Language and Literature, and Metaphysics,	Belfast.
Donnell, Robert,	Second in Logic, English Language and Literature, and Political Economy,	Belfast.
Edgar, Robert M'C.,	Second in Logic, Metaph., and Pol. Econ.,	Belfast.
Leebody, John R.,	Second in Mathematical Science,	Belfast.
Mullan, Andrew,	Second in Experimental Science,	Belfast.
O'Farrell, Thomas,	Second in Experimental Science,	Galway.

THIRD CLASS.—None.

UNCLASSED.

Keogh, Denis,	Cork.
Doake, Samuel,	Belfast.
Crawford, Alexander R.,	Belfast.

Degree of B.A.

FIRST CLASS.

Names.		College.
Dodd, William H.,	First in Logic, Metaph., and Pol. Econ.,	Belfast.
Hamilton, Thomas,	First in Natural Science,	Belfast.
Hunter, John,	First in Experimental Science,	Belfast.
Leitch, Matthew,	First in Classics,	Belfast.
M'Mullen, Samuel J.,	First in Modern Languages,	Belfast.

SECOND CLASS.

Beamish, James M.,	Second in Classics,	Cork.
Houston, Thomas,	Second in Logic, Metaph., and Pol. Econ.,	Belfast.
Killen, James B.,	Second in Logic, English Language and Literature, and Metaphysics,	Galway.
Mulholland, William,	Second in Logic, Metaph., and Pol. Econ.,	Galway.
O'Brien, Michael,	Second in Logic, English Language and Literature, and History,	Cork.
Russell, James,	Second in Experimental Science,	Belfast.
Smith, William M'L.,	Second in Mathematical Science; and Second in Experimental Science,	Belfast.
Wells, Tollerton L.,	Second in Modern Languages,	Belfast.
Wilson, George,	Second in Logic, Metaph., and Pol. Econ.,	Belfast.
Workman, Robert,	Second in Natural Science,	

THIRD CLASS.

Hare, Gustavus J. C.,	Third in Modern Languages,	Galway.
Heron, Alexander,	Third in Experimental Science,	Belfast.
Kelly, Thomas,	Third in Logic, History, and Pol. Economy,	Cork.
Ross, John R.,	Third in Logic, English Language and Literature, and Political Economy,	Galway.
Ryan, Thomas,	Third in Classics,	Cork.
Sharkey, Edmund D.,	Third in Classics,	Galway & Belfast
Stevelly, Robert S.,	Third in Mathematical Science,	Belfast.

UNCLASSED.

Names.	College.	Names.	College.
Badham, Henry,	Belfast.	Macaulay, Peter,	Belfast.
Barnes, Isaac,	Cork.	M'Connell, James M.,	Cork.
Browne, John W.,	Belfast.	M'Cullough, Robert W.,	Belfast.
Burrows, Andrew,	Belfast.	M'Neill, James,	Belfast.
Burke, Michael J.,	Galway.	MacSwiney, John,	Cork.
Clanchy, John E.,	Cork.	Moody, Samuel,	Galway.
Collins, J. T.,	Belfast.	O'Keeffe, William,	Cork.
Feeny, Dominick,	Galway.	Power, Robert V.,	Cork.
Griffin, John,	Galway.	Quinn, Martin,	Galway.
Hanna, John H.,	Belfast.	Saunderson, William H.,	Galway.
Hanna, Robert,	Belfast.	Steen, John,	Belfast.
Kirkpatrick, James G.,	Belfast.	Townsend, Edmond,	Cork.
Lindsay, Joseph,	Belfast.		

Honors in Special Subjects.

Ryan, Thomas,	First in Celtic,	Cork.
Beamish, James M.,	Second in Celtic,	Cork.
MacSwiney, John,	Third in Celtic,	Cork.

Diploma in Civil Engineering.

FIRST CLASS.

Stoney, Edward W.,	Galway.

UNCLASSED.

Hunter, William,	Cork.
Mullins, Michael J.,	Cork.
Quarry, William,	Cork.

Appendix. *First University Examination in Arts (Supplementary), May, 1863.*

II. Degrees and Honors, 1863.

FIRST CLASS.—None.

SECOND CLASS.

Names.	College.
M'Neilly, A. J. W.,	Belfast.
Workman, Robert,	Belfast.

THIRD CLASS.—None.

UNCLASSED.

Dougherty, James B.,	Belfast.
Hanna, J. K.,	Belfast.
Kane, John,	Cork.
Killen, James Brice,	Galway.
Macaulay, Peter,	Belfast.

First University Examination in Arts, October, 1863.

FIRST CLASS.

Names.	College.	Names.	College.
Cleland, Robert,	Belfast.	MacDonnell, Anthony,	Galway.
Dill, Samuel,	Belfast.	Shaw, James Johnston,	Belfast.
Dobbin, William,	Belfast.	Wood, John Edward,	Galway.
Evans, Richard,	Cork.		

SECOND CLASS.

Bergin, Stephen,	Cork.	Maybin, William,	Belfast.
Carlile, James Martin,	Belfast.	Smylie, Archibald,	Galway.
Connor, John,	Cork.	Wilkinson, Hiram Shaw,	Belfast.
Love, John,	Belfast.		

THIRD CLASS.

Chambers, Andrew,	Belfast.	Hodges, Geo. Justus Liebeg,	Belfast.
Colhoun, Robert,	Belfast.	O'Brien, Julius M.,	Galway.
Dick, James,	Belfast.	O'Conor, Bindon B.,	Belfast.
Edgar, Hugh,	Belfast.	Wilson, James Alexander,	Belfast.
Fleming, S. E.,	Belfast.		

UNCLASSED.

Andrews, Samuel,	Belfast.	Moore, William Hamilton Dobbin,	Belfast.
Beck, John F.,	Belfast.	Mullan, Robt. Alexander,	Belfast.
Brown, James,	Belfast.	Neilson, Robert,	Belfast.
Buckley, Cornelius,	Cork.	Niblock, James,	Belfast.
Buckley, Daniel F.,	Cork.	O'Grady, J. J.,	Cork.
Burke, John,	Galway.	Patton, Alexander,	Belfast.
Dick, Robert,	Belfast.	Rentoul, Robt. Wilson Reid,	Belfast.
Dill, Samuel Marcus,	Belfast.	Robinson, John,	Belfast.
Droughton, Edward,	Galway.	Rogers, John,	Belfast.
Fleming, David,	Belfast.	Scott, James Orr,	Belfast.
Foreman, Robert Lowther,	Galway.	Smyth, Thomas Ekin,	Belfast.
Hanifan, James,	Cork.	Stewart, William T.,	Cork.
Hill, William James,	Belfast.	Thompson, George,	Galway.
Houston, Samuel,	Belfast.	Waddell, John,	Belfast.
Long, Bourke,	Cork.	Wallace, William,	Belfast.
Macaulay, Matthew,	Belfast.	Wallace, Wm. Dorrance,	Belfast.
M'Clure, Edmond,	Belfast.	Weir, James,	Belfast.
M'Dermott, John,	Belfast.	West, Thomas,	Cork.
MacFarland, George,	Belfast.	Winder, James,	Galway.
M'Kee, James Alex. Todd,	Belfast.	Wren, Maurice,	Cork.
Moody, George,	Belfast.	Wright, William,	Belfast.
Moore, John Charles,	Belfast.		

First University Examination in Medicine.

THIRD CLASS.

Names.	College.
Heas, Patrick,	Cork.

UNCLASSED.

Names.	College.	Names.	College.
Alexander, William,	Belfast.	Maher, Newenham E.,	Galway.
Brodie, John F.,	Galway.	Mullen, Thomas F.,	Galway.
Bromlow, Thomas,	Galway.	Mussen, Arthur,	Belfast.
Clarke, Thompson,	Galway.	Nelson, Joseph,	Belfast.
Coulter, J. B.,	Belfast.	O'Farrell, Thomas, M.A.,	Galway.
Daly, Frederick,	Cork.	O'Hara, Charles, B.A.,	Galway.
Doyle, Bernard,	Belfast.	O'Keeffe, Patrick,	Cork.
Dwyer, Peter J.,	Galway.	Orr, Gawin,	Belfast.
Evatt, George J. H.,	Galway.	Palmer, Dean P.,	
Gillespie, H. C.,	Cork.	Porter, A. M.,	Belfast.
Graham, Richard M.,	Cork.	Purcell, F. A.,	Cork.
Hare, George,	Cork.	Purefoy, John W.,	
Jones, Henry M'N.,	Cork.	Roe, William,	Galway.
Kennedy, John,	Belfast.	Rooth, Samuel,	Belfast.
Macaulay, John,	Belfast.	Shaw, J. A.,	Galway.
M'Carthy, John W.,	Cork.	Smith, Parker A.,	Cork.
M'Cloy, John W.,	Belfast.	Stewart, James,	Belfast.
M'Crea, Samuel,	Belfast & Galway.	Taggart, William T., B.A.,	Belfast & Galway.
M'Cully, James,	Belfast.	Thornley, J. G.,	Belfast.
Macdonnell, John A.,	Belfast.	Wheeler, Edwin,	Belfast.
Mackenzie, J.,	Belfast.		

First University Examination in Engineering, May, 1863.

FIRST CLASS.

Quarry, William,	Cork.
Stoney, Edward W.,	Galway.

SECOND CLASS.

Scott, William,	Galway.

THIRD CLASS.—None.

UNCLASSED.

Burke, Charles,	Cork.	Kehoe, John Francis,	Cork.
Burke, Edward,	Galway.	Moore, George Henry,	Cork.
Fair, Robert,	Cork.	Mullins, M. J.,	Cork.
Fogarty, Robert,	Cork.	Shanahan, Henry,	Cork.

First University Examination in Engineering, October, 1863.

FIRST CLASS.

Scott, Conway,	Belfast.
Shaw, William Henry,	Cork.

SECOND CLASS.

Lightbody, Robert,	Galway
O'Neill, Henry,	Cork.
Unkles, Richard Nutter,	Cork.

UNCLASSED.

Burke, John,	Galway.
Coen, Bryan,	Galway.
Long, Richard Joseph,	Belfast.
Smyth, John Thomas,	Cork.

Appendix.

II.
Degrees and Honors 1863.

Prizes founded by Public Subscription.

Exhibitions founded by Public Subscription awarded at the First University Examination in Arts.

October, 1863.

Evans, Richard, First from Queen's College, Cork; £20 a-year for three years.
MacDonnell, Anthony, First from Queen's College, Galway; £20 a-year for three years.
Shaw, James Johnston, First from Queen's College, Belfast; £20 a-year for three years; and £10 a-year for three years, as the best answerer in Ancient Classics.
Cleland, Robert, Second from Queen's College, Belfast; £15 a-year for three years; and £10 a-year for three years, as the best answerer in Mathematical Science.
Wood, John Edwd., Second from Queen's College, Galway; £15 a-year for three years.

Awarded at the First University Examination in Engineering.

October, 1863.

Scott, Conway, Queen's College, Belfast: First, £20 a year for two years.
Shaw, William Henry, Queen's College, Cork; Second, £15 a-year for two years.

Senior Certificates in Arts for Candidates who are not Members of the University.

FIRST CLASS.—None.

SECOND CLASS.

Courtney, Henry (Santry School; W. H. Engledow, B.A., Master); Second Class in Section A.
Gowdy, Robert Thomas; Second Class in Sections A and B.
Reid, Robert (Santry School; W. H. Engledow, B.A., Master); Second Class in Section A.

THIRD CLASS.

Brooks, William Henry (Wesleyan Model School, Dublin; John W. Pitchford, B.A., Master); Third Class in Section A.
Butler, William Shally (Santry School; W. H. Engledow, B.A., Master); Third Class in Section C.
Collins, Robert O'Brien, (Luggacurren National School; David Collins, Master); Third Class in Section C.
Hunter, Nathaniel (Santry School; W. H. Engledow, B.A., Master); Third Class in Sections A. and C.

UNCLASSED.

Taylor, William (Santry School; W. H. Engledow, B.A., Master).
Thompson, William (Santry School; W. H. Engledow, B.A., Master).

Junior Certificates in Arts for Boys under 15 years of age.

FIRST CLASS.—None.

SECOND CLASS.

Stack, Edward (Royal Academical Institution, Belfast).

THIRD CLASS.—None.

UNCLASSED.

Birch, James Kortright, (Grace Hill Academy; Rev. G. H. Moxon, Master).
Campbell, James (Royal Academical Institution, Belfast).
Cumine, Ralph Allen (Santry School; W. H. Engledow, B.A., Master).
Hamilton, Edwin S. (3, Harrington-street, Dublin; E. R. Power, Master).
Hartley, James Crawford Ledlie (Royal Academical Institution, Belfast).
Kennedy, William Archer (Wellington Academy; Charles Rennie, Master).
Law, William Black (Wesleyan Model School, Dublin; John W. Pitchford, B.A., Master).
M'Minn, Reginald Heber (Collegiate School, 11, Howard-street; James G. Young, LL.D., Master).

Appendix III.

Appendix. III. Extract from the Statutes of the Colleges of the Queen's University.

Extract from the Statutes of the Colleges of the Queen's University.

"Each of the Professors enumerated in the subjoined table shall also hold, or assist at, all University Examinations of Matriculated Students, according to the appointment of the Senate of the Queen's University in Ireland; provided that he shall not be required to discharge these duties, unless he receive from the University, for each year that he is called upon by the Senate of the University to act as Examiner, the sum placed opposite his title in the table, viz.:—

In Queen's College, Belfast.		In Queen's College, Cork.		In Queen's College, Galway.	
Professors of—	£	Professors of—	£	Professors of—	£
Greek,	18	Greek,	18	Greek,	20
Latin,	18	Latin,	18	Latin,	20
Mathematics,	18	Mathematics,	18	Mathematics,	20
Natural Philosophy,	18	Natural Philosophy,	18	Natural Philosophy,	20
History and English Literature,	18	History and English Literature,	18	History, English Literature, & Mental Science,	20
Logic and Metaphysics,	18	Mental and Social Science,	18	Chemistry,	20
Chemistry,	18	Chemistry,	18	Natural History,	20
Natural History,	18	Natural History,	18	Modern Languages,	20
Modern Languages,	18	Modern Languages,	18	Anatomy and Physiology,	20
Anatomy and Physiology,	18	Anatomy and Physiology,	18	Civil Engineering,	20
Civil Engineering,	20	Civil Engineering,	20		

provided further that no Professor shall be required to repair to Dublin to hold University Examinations, unless his personal expenses are defrayed by the University."

Appendix IV.

IV. Estimate of the Sum required for the Queen's University.

Estimate of the Sum which will be required to defray the Expenses of the Queen's University in Ireland, for the year ending 31st March, 1864.

	£	s.	d.
Examiners,	1,565	0	0
Secretary,	350	0	0
Clerk,	100	0	0
Incidentals,	80	0	0
Medals and Prizes,	475	0	0
	£2,570	0	0
Less the probable amount of Fees (equal to the actual amount in 1862),	274	0	0
Total Sum required,	£2,296	0	0

Appendix V.

V. Cash Account of the Queen's University.

Cash Account of the Queen's University, for the year ended 31st March, 1863.

Dr.	£	s.	d.
To Balance from last Account,	1,023	15	5
,, Parliamentary Grant, 1861–62,	1,836	0	0
,, Fees on Degrees, &c.,	274	0	0
,, Withheld for Income Tax,	72	6	5
,, Withheld for Stamps,	0	8	0
,, Sundries,	5	3	7
Total Charge,	£3,211	13	5

REPORTS FROM COMMISSIONERS:

1864.

SIXTEEN VOLUMES:—CONTENTS OF THE

FOURTH VOLUME.—PART II.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the t of each* Paper; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *the Volumes arranged for The House of Commons.*

NATIONAL EDUCATION (IRELAND):

51.] THIRTIETH REPORT of the COMMISSIONERS of NATIONAL EDUCATION in *Ireland*, for the Year 1863; with APPENDICES (A.) to (E.):—VOL. I. - - - - - - - - p. 1

51—I.] VOL. II.; with APPENDICES (F.) to (Q.) - - - - 341

THE

THIRTIETH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1863.)

WITH APPENDICES.

VOL. I.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
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1864.

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THE

THIRTIETH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

(FOR THE YEAR 1863).

TO HIS EXCELLENCY GEORGE WILLIAM FREDERICK EARL OF CARLISLE, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

I.—1. We, the Commissioners of National Education in Ireland, submit to your Excellency this our Thirtieth Report.

Number of schools in operation.

II.—2. On the 31st of December, 1862, we had 6,010 schools in operation, which had on their rolls, for the year then ended, 812,527 children; with an average daily attendance, for the same period, of 284,912 children; and an average number of children on the rolls for the year, of 533,570. At the close of the year 1863, the number of schools in operation was 6,163. The *average daily attendance* of children for the year was 296,986; the *average number of children on the rolls* was 544,492; while the *total number of distinct children at any time on the rolls* for the year was 840,569.*

Increase in schools and attendance.

3. As compared with the year 1862, there is an increase of 153 in the number of schools in operation for the year 1863; while in the daily average attendance the increase amounts to 12,074, in the average number on the rolls the increase amounts to 10,922, and in the total number of pupils enrolled during the year the increase amounts to 28,042.

Schools in course of erection.

4. We have in course of erection, 53 ordinary National *School-houses*, which will contain 74 separate *school-rooms*. There are also in course of erection 2 Model School-houses, containing 6 school-rooms. When these 55 buildings shall have been completed, they will afford accommodation to 7,255 additional children. Of the above 53 ordinary school-houses, the erection of 35 was sanctioned during the year 1863.

Number of vested schools opened.

5. There were 30 vested schools opened during the year, towards the erection of which grants had been made, and 2 sus-

* (I.) By the *total number of children on rolls during year* is meant the gross aggregate of distinct individual children whose names have appeared on the school rolls at any time during the entire year.

(II.) By the *average number of children* on the rolls during the year is meant the *mean* or average of the several numbers appearing on the rolls throughout the year, and which in point of fact vary from week to week, and from month to month.

(III.) By the *average daily attendance* of children during the year is meant the *mean* or average of the numbers found in *actual* attendance—not on rolls merely, but present in their classes, from day to day throughout the year.

pended schools re-opened. These are included in the 6,163 schools in operation on the 31st December, 1863, and their names will be found inserted in a list in the Appendix.

Number of schools struck off roll.

6. The number of schools struck off our roll, during the year 1863, was 68, of which 60 had been previously in operation ; the remaining 8 were cases in which grants for building had, from time to time, been awarded, but for various reasons have been cancelled. A list of the schools struck off is given in the Appendix, with the reasons for their having been removed from our roll.

Suspended schools.

7. The number of schools in the "suspended list," at the close of the year, was 70, of which 4 were suspended during the year 1863. Many of these suspended schools may hereafter be re-opened.

The number of schools in operation, and the number of children on the rolls from 1833 to 1863.

8. The following Table shows the number of National Schools in operation, together with the number of children in attendance therein, as specified in our several Reports, to the 31st of December, 1863:—

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls for :	
No. 1, 31st December, 1833, . .	789	Half-year ended 30th Sept.,	107,042
No. 2, 31st March, 1835, . .	1,106	,,	145,521
No. 3, do. 1836, . .	1,181	,,	153,707
No. 4, do. 1837, . .	1,300	,,	166,929
No. 5, do. 1838, . .	1,384	,,	169,548
No. 6, 31st December, 1839, . .	1,581	,,	192,971
No. 7, do. 1840, . .	1,978	,,	232,560
No. 8, do. 1841, . .	2,337	,,	281,849
No. 9, do. 1842, . .	2,721	,,	319,792
No. 10, do. 1843, . .	2,912	,,	355,320
No. 11, do. 1844, . .	3,153	,,	395,550
No. 12, do. 1845, . .	3,426	,,	432,844
No. 13, do. 1846, . .	3,637	,,	456,410
No. 14, do. 1847, . .	3,825	,,	402,632
No. 15, do. 1848, . .	4,109	,,	507,469
No. 16, do. 1849, . .	4,321	,,	480,623
No. 17, do. 1850, . .	4,547	,,	511,239
No. 18, do. 1851, . .	4,704	,,	520,401
No. 19, do. 1852, . .	4,875	,,	544,604
No. 20, do. 1853, . .	5,023	,,	550,631
No. 21, do. 1854, . .	5,178	,,	551,110
No. 22, do. 1855, . .	5,124	,,	535,905
No. 23, do. 1856, . .	5,245	31 Dec.,	560,134
No. 24, do. 1857, . .	5,337	Year ended 31st December,	776,473*
No. 25, do. 1858, . .	5,408	,,	803,610
No. 26, do. 1859, . .	5,496	,,	806,510
No. 27, do. 1860, . .	5,632	,,	804,000
No. 28, do. 1861, . .	5,830	,,	803,364
No. 29, do. 1862, . .	6,010	,,	812,527
No. 30, do. 1863, . .	6,163	,,	840,569

* In this year, 1857, the Commissioners for the first time thought it right to ascertain and record, not the average number of children on the rolls merely, nor yet the average daily attendance, but in addition the *total number of distinct children* appearing on the rolls during the entire year. Hence the large increase in the number of children appearing in above table for year 1857 and subsequent years, as compared with the year 1856.

9. The number of applications brought under consideration for grants to new schools in the year 1863, was 326. To 220 of these we promised the requisite assistance, either for building, or for salaries and books. The remaining 106 applications were rejected for various reasons, of which official records are kept. Applications for grants to new schools.

10. The annexed Tabular Return of the 220 schools added to our list, during the year 1863, shows the number in each province, with the nature of the aid granted. Return of new schools in 1863, arranged in provinces.

Province.	Salary and Books.	Books only, to Workhouse and other Schools.	Towards Building and Furnishing Schools.	Total.
Ulster, . .	65	1	11	77
Munster, . .	37	2	13	52
Leinster, . .	36	–	6	42
Connaught, .	43	1	5	49
Total, . .	181	4	35*	220

11. Of the 220 schools specified in the preceding table, 213 are under the management of 167 individuals, many of them having more than one school under their care. The following Table shows the number of these schools under the management of Patrons of each religious denomination—distinguishing lay from clerical :— Number and religious denominations of the Patrons or Managers of the new schools added in 1863.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.	No. of Patrons.	No. of Schools.
Established Church, .	13	16	18	25	31	41
Roman Catholics, . .	95	123	8	11	103	134
Presbyterians, . .	17	20	6	7	23	27
Other Persuasions, . .	8	9	2	2	10	11
Total, . .	133	168	34	45	167	213

Of the remaining 7 schools, 2 are attached to Gaols, 1 is attached to a Lunatic Asylum, 1 is a Workhouse School, and 3 are departments of a Model School in course of erection.

12. The following summary exhibits the total number of National Schools in each province on the 31st December, 1863, distinguishing those schools which were in operation, those to which building grants have been promised, and those upon the suspended list:— Number of Schools in each province, distinguishing Operation, Building, and Suspended Schools.

* That is, 35 *schools* as distinguished from *school-houses*;—there being sometimes two schools, male and female, in the same house.

SUMMARY.

PROVINCE.	Schools in operation on 31st Dec., 1863.	Schools to which there are outstanding Building Grants.	Suspended.	Total Number of Schools in connexion, on the 31st Dec., 1863.
Ulster, . .	2,283	21	26	2,330
Munster, . .	1,499	32	17	1,548
Leinster, . .	1,410	11	16	1,437
Connaught, .	971	16	11	998
Total, . .	6,163	80	70	6,313

Total number of schools vested and to be vested.

III.—13. At the termination of the year 1863, we had on our list, vested either in Trustees or in our Board, or secured by bond, 1,155 school-houses, containing 1,758 rooms, accommodating distinct schools. There are, in addition, 23 school-houses about to be built, the leases of which are in course of execution. These 23 school-houses will contain 31 distinct apartments.

14. The number of schools vested in Trustees, on the 31st December, was 969. In addition, there were 694 (including 148 assigned) vested in us in our corporate capacity, and 95 schools for which we held bonds for the observance of our rules. There were also 31 schools, towards which building grants have been made, the leases for which were not then executed.

Total non-vested schools.

15. The number of non-vested schools in connexion on 31st December, 1863, was 4,524—several of which, as in many cases of vested schools, are held under the same roof, though in separate rooms.

Vested schools, in counties and provinces.

16. The following Table shows the counties and provinces in which the preceding vested schools and houses are situated, distinguishing the number held under each species of security:—

TABLE showing the number of Vested School-houses in each County and Province, with the number of separate Schools held in those houses.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
ULSTER:										
Antrim, . . .	16	10	26	2	54	29	13	34	3	79
Armagh, . . .	8	.	12	2	22	14	.	17	4	35
Cavan, . . .	3	5	23	.	31	6	10	40	.	56
Donegal, . . .	30	7	45	2	84	34	7	51	2	94
Down, . . .	5	2	26	5	38	10	2	37	7	56
Fermanagh, . .	7	7	12	7	33	9	7	14	7	37
Londonderry, . .	8	3	22	.	33	14	4	32	.	50
Monaghan, . .	10	.	15	2	27	12	.	22	2	36
Tyrone, . . .	16	12	33	5	66	22	15	37	6	80
Total, . .	103	46	214	25	388	150	58	284	31	523

TABLE showing the number of Vested School-houses—*continued.*

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
MUNSTER:										
Clare,	17	9	18	.	44	27	17	31	.	75
Cork,	34	6	78	9	127	59	10	123	14	206
Kerry,	39	6	36	7	88	53	11	53	7	134
Limerick,	15	3	13	.	31	27	5	22	.	54
Tipperary,	8	1	30	3	42	15	1	46	4	66
Waterford,	4	5	8	1	18	7	8	15	2	32
Total,	117	30	183	20	350	193	52	295	27	567
LEINSTER:										
Carlow,	.	.	14	5	19	.	.	23	9	32
Dublin,	8	1	13	1	23	26	2	25	2	55
Kildare,	2	.	15	2	19	5	.	23	4	32
Kilkenny,	8	.	14	1	23	11	.	25	1	37
King's,	7	.	9	.	16	10	.	14	.	24
Longford,	1	.	9	1	11	2	.	17	2	21
Louth,	.	1	14	2	17	.	2	26	4	32
Meath,	3	.	25	4	32	7	.	44	6	57
Queen's,	3	1	6	1	11	6	2	10	1	19
Westmeath,	.	.	20	.	20	.	.	37	.	37
Wexford,	5	.	8	.	13	9	.	14	.	23
Wicklow,	2	.	5	2	9	4	.	6	4	14
Total,	39	3	152	19	213	80	6	264	33	383
CONNAUGHT:										
Galway,	28	4	32	.	64	41	8	48	.	97
Leitrim,	3	3	16	2	24	4	4	19	3	30
Mayo,	43	10	18	.	71	55	12	24	.	91
Roscommon,	12	2	13	.	27	16	4	19	.	39
Sligo,	3	3	11	1	18	7	4	16	1	28
Total,	89	22	90	3	204	123	32	126	4	285
ULSTER,	103	46	214	25	388	150	58	284	31	523
MUNSTER,	117	30	183	20	350	193	52	295	27	567
LEINSTER,	39	3	152	19	213	80	6	264	33	383
CONNAUGHT,	89	22	90	3	204	123	32	126	4	285
Grand Total,	348	101	639	67	1,155	546	148	969	95	1,758

IV.—17. The subjoined Table shows the distribution of the operation schools, and pupils in attendance, according to the several provinces :—

Total number of Operation Schools in each province, with the total number of pupils on rolls, average on rolls, and average daily attendance.

PROVINCE.	No. of Schools in operation on the 31st Dec., 1863.	*Total* No. of *Distinct* Pupils on the Rolls for the year ending 31st Dec., 1863.	*Average* No. of Pupils on Rolls for year ending 31st December, 1863.	Average daily attendance for year ending 31st December, 1863.
Ulster,	2,283	290,731	178,204	96,050
Munster,	1,499	219,182	149,073	85,596
Leinster,	1,410	196,469	130,518	71,820
Connaught,	971	134,187	86,697	43,520
Total,	6,163	840,569	544,492	296,986

Average of pupils, per school.

18. Taking the *total* number of *distinct* children appearing *at any time* on the rolls, for the year 1863, as 840,569, we have for the 6,163 schools in operation an average for *each* school of 136·4; while if we take the *average* number only appearing on the rolls of the same 6,163 schools as 544,492, we get an average for each school of 88·3 children; and taking the *daily average* attendance at the 6,163 schools as 296,986, the average number of children in daily attendance at each school appears to be 48·2.

Religious denominations of pupils on rolls *last quarter* of year.

V.—19. We have obtained returns showing the religious denominations of 619,553 of the pupils on the rolls of National Schools, for the quarter ended 31st December, 1863. In the following Table the number of each persuasion is set forth, with the centesimal proportion that each denomination bears to the total.

Provinces and Counties.	Total Number of Children returned for the Quarter ended Dec 31, 1863.	Religious Denominations.			
		Established Church.	Roman Catholic.	Presbyterian	Other Persuasions.
Ulster:					
Antrim,	50,880	6,697	13,395	29,060	1,728
Armagh,	18,357	3,450	10,742	3,542	623
Cavan,	19,724	1,503	17,485	654	82
Donegal,	22,922	2,453	17,642	2,685	142
Down,	34,514	4,493	11,971	17,580	470
Fermanagh,	9,704	3,060	6,362	195	87
Londonderry,	16,769	2,061	7,583	6,767	358
Monaghan,	13,262	1,377	10,056	1,818	11
Tyrone,	23,575	4,451	13,642	5,241	241
Total,	209,707	29,545	108,878	67,542	3,742
Munster:					
Clare,	20,043	144	19,892	7	.
Cork,	60,587	1,127	59,278	91	91
Kerry,	24,367	337	24,025	5	.
Limerick,	23,696	520	23,069	60	47
Tipperary,	26,540	509	25,963	45	23
Waterford,	11,037	190	10,779	54	14
Total,	166,270	2,827	163,006	262	175
Leinster:					
Carlow,	6,006	86	5,914	1	5
Dublin,	34,688	1,278	33,058	259	93
Kildare,	9,127	272	8,756	61	38
Kilkenny,	15,984	293	15,677	8	6
King's,	9,031	497	8,453	37	44
Longford,	8,454	417	7,975	62	.
Louth,	9,746	150	9,524	72	.
Meath,	12,101	458	11,609	32	2
Queen's,	8,996	254	8,737	5	.
Westmeath,	10,083	272	9,796	13	2
Wexford,	13,046	171	12,837	23	15
Wicklow,	8,336	300	8,033	3	.
Total,	145,598	4,448	140,369	576	205

[*continued.*

TABLE showing the Religious Denomination of Pupils—*continued.*

PROVINCES AND COUNTIES.	Total Number of Children returned for the Quarter ended Dec. 31, 1863.	Religious Denominations.			
		Established Church.	Roman Catholic.	Presbyterian	Other Persuasions.
CONNAUGHT:					
Galway, . . .	23,646	255	23,331	24	36
Leitrim, . . .	15,470	1,332	14,047	44	47
Mayo, . . .	25,648	513	25,030	105	.
Roscommon, . .	18,975	378	18,572	25	.
Sligo, . . .	14,229	686	13,186	287	80
Total, . . .	97,978	3,164	94,166	485	163
ULSTER, . . .	209,707	29,545	108,878	67,542	3,742
MUNSTER, . .	166,270	2,827	163,006	262	175
LEINSTER, . .	145,598	4,448	140,369	576	205
CONNAUGHT, . .	97,978	3,164	94,166	485	163
Grand Total, .	619,553	39,984	506,419	68,865	4,285
Per-centage, . .	—	6·45	81·74	11·12	0·69

20. As in previous years, we have confined the returns of the religious denominations of the pupils to the number on the rolls for the last quarter of the year. But could we procure with the same facility similar returns in reference to the 840,569 pupils on the rolls for the entire year, it is probable that a proportionate increase would be found in the numbers of the various religious persuasions, and that the numbers would then stand thus: Religious denominations of pupils on rolls for the *whole year.*

Established Church, . .	54,248	
Roman Catholics, . .	687,076	Total, 840,569.
Presbyterians, . . .	93,431	
Other persuasions, . .	5,814	

i.e., Protestants of all denominations, 153,493, or 18·26 per cent.; and Roman Catholics, 687,076, or 81·74 per cent.

21. The following Table shows the per-centage of Schools from which returns have been received, exhibiting a mixed attendance of Protestant and Roman Catholic Pupils; and compares the year 1861 with the year 1863:— Schools with mixed attendance in 1861 and 1863.

	1861.	1863.
Ulster, ...	81·1	81·6
Munster, ...	30·5	32·8
Leinster, ...	39·7	40·8
Connaught, ...	45·5	45·1
Total, ...	53·6	54·6

—being an increase of 1·0 per cent. in the year 1863.

VI.—22. We have received, from the Managers, returns of the literary proficiency of 619,464 of the pupils on the Rolls of National Schools for the last quarter of the year 1863. In the following Table their classification according to the various Lesson Books is set forth; also, the centesimal proportion that the number in each class bears to the total:— Literary classification of Pupils.

TABLE showing the Classification of Pupils according to the various Lesson Books.

PROVINCES AND COUNTIES.	I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	TOTAL.
ULSTER:						
Antrim, . .	18,203	13,227	8,335	7,703	3,412	50,880
Armagh, . .	6,444	5,070	3,050	2,737	1,056	18,357
Cavan, . .	6,786	5,474	3,662	2,533	1,269	19,724
Donegal, . .	9,621	6,205	3,621	2,416	1,059	22,922
Down, . .	12,417	9,567	5,636	4,885	2,009	34,514
Fermanagh, .	3,412	2,684	1,675	1,350	583	9,704
Londonderry, .	6,331	4,848	2,663	1,870	1,057	16,769
Monaghan, .	4,781	3,724	2,261	1,703	704	13,173
Tyrone, . .	9,418	6,299	3,683	2,872	1,303	23,575
Total, . .	77,413	57,098	34,586	28,069	12,452	209,618
MUNSTER:						
Clare, . .	8,323	5,598	3,135	2,162	825	20,043
Cork, . .	21,548	15,942	10,806	7,614	4,677	60,587
Kerry, . .	8,580	6,435	4,238	3,053	2,061	24,367
Limerick, . .	8,192	5,672	3,539	3,362	2,931	23,696
Tipperary, .	8,697	7,618	4,703	3,307	2,215	26,540
Waterford, .	4,264	2,845	1,793	1,330	805	11,037
Total, . .	59,604	44,110	28,214	20,828	13,514	166,270
LEINSTER.						
Carlow, . .	2,313	1,674	1,016	625	378	6,006
Dublin, . .	16,544	8,533	4,618	3,009	1,984	34,688
Kildare, . .	3,223	2,368	1,608	1,130	798	9,127
Kilkenny, . .	5,524	4,568	2,949	1,942	1,001	15,984
King's, . .	3,619	2,479	1,511	976	446	9,031
Longford, . .	3,688	2,209	1,123	922	512	8,454
Louth, . .	3,779	2,516	1,535	1,278	638	9,746
Meath, . .	3,863	3,184	2,216	1,556	1,282	12,101
Queen's, . .	3,594	2,368	1,466	1,016	552	8,996
Westmeath, .	3,367	2,853	1,881	1,307	675	10,083
Wexford, . .	4,776	3,422	2,242	1,763	843	13,046
Wicklow, . .	3,227	2,342	1,354	908	505	8,336
Total, . .	57,517	38,516	23,519	16,432	9.614	145,598
CONNAUGHT.						
Galway, . .	10,721	6,303	3,485	2,141	996	23,646
Leitrim, . .	5,813	4,521	2,671	1,675	790	15,470
Mayo, . .	11,815	6,762	3,548	2,620	903	25,648
Roscommon, .	7,758	5,332	2,982	1,929	974	18,975
Sligo, . .	5,600	3,943	2,267	1,614	815	14,239
Total, . .	41,707	26,861	14,953	9,979	4,478	97.978
ULSTER, . .	77,413	57.098	34,586	28,069	12,452	209,618
MUNSTER, . .	59.604	44,110	28,214	20,828	13,514	166.270
LEINSTER, . .	57,517	38,516	23,519	16,432	9,614	145,598
CONNAUGHT, .	41,707	26,861	14,953	9,979	4,478	97,978
Grand Total,	236,241	166,585	101,272	75,308	40,058	619,464
Per-centage,	38·13	26·89	16·35	12·16	6·47	–

23. Programmes showing the minimum degree of proficiency required for the pupils in each class are inserted in the Appendix.

24. As bearing upon the educational results of our system with regard to that section of the community for whom it was primarily intended, we submit the following Table, extracted from the Census returns for the last three decennial periods, 1841–51–61, showing the comparative degrees of ignorance then existing:— Dim'nution of ignorance, per Census Returns.

	Counties and Provinces.	Proportion per cent. of the population that could neither read nor write in:		
		1841.	1851.	1861.
Ulster.	Antrim,	23·7	20·3	18·7
	Armagh,	44·0	39·9	35·3
	Cavan,	51·9	45·4	35·7
	Donegal,	62·0	57·6	52·6
	Down,	27·8	24·6	21·5
	Fermanagh,	46·1	39·1	32·0
	Londonderry,	29·9	29·7	24·6
	Monaghan,	51·9	42·4	35·1
	Tyrone,	45·4	38·7	33·0
Munster.	Clare,	64·5	60·5	47·4
	Cork, E.R.,	68·1	56·8	48·6
	„ W.R.,		69·0	59·8
	Kerry,	72·4	66·0	57·4
	Limerick,	55·5	51·2	39·7
	Tipperary, N.R.,	52·1	43·8	33·0
	„ S.R.,		49·1	39·2
	Waterford,	73·1	68·1	59·6
Leinster.	Carlow,	38·7	37·0	29·8
	Dublin,	37·0	33·4	27·1
	Kildare,	42·4	38·0	29·7
	Kilkenny,	51·6	46·1	36·4
	King's,	48·7	43·8	35·2
	Longford,	51·8	47·2	36·9
	Louth,	62·8	54·7	46·8
	Meath,	55·4	48·0	37·6
	Queen's,	42·5	39·3	31·0
	Westmeath,	53·0	47·9	38·0
	Wexford,	42·2	40·4	34·3
	Wicklow,	41·6	38·4	33·2
Connaught.	Galway,	78·7	72·3	65·0
	Leitrim,	57·2	52·0	41·1
	Mayo,	80·5	75·1	66·8
	Roscommon,	65·9	59·9	47·8
	Sligo,	70·4	65·5	54·7

It may be seen from this table, that notwithstanding the decrease in the population, by emigration, of that portion of the lower classes most likely to value education for their children, the proportion of the uneducated remainder has been steadily and considerably diminishing.

Total amount of salaries, gratuities, &c., paid in 1863.

VII.—25. The total amount of salaries, premiums, gratuities, and allowances paid in 1863 to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £236,033 15*s.* 2*d.* The details for each species of service are given in our Financial Statement, hereto appended.

Books and Requisites.

VIII.—26. The amount received for books and school requisites sold at reduced prices to National Schools in the year 1863, was £9,303 14*s.* 8*d.* The number of orders was 9,867; and the average amount of each order, 18*s.* 10½*d.*

27. The estimated value of the grants of books and school requisites given as Free Stock, in 1863, was £4,580 8*s.* 10*d.* The number of grants was 1,925; and the average value of each, £2 7*s.* 7*d.*

Apparatus.

28. The amount received for school apparatus during the year 1863 was £1,259 15*s.* 5*d.*; representing a value of £2,015 12*s.* 8*d.*, comprising 866 distinct orders—the average value of each order being £2 6*s.* 7*d.*

29. We also made, during the same period, free grants of apparatus, of which the total value was £1,254 5*s.* 7*d.* The majority of these grants were awarded to ordinary National Schools which had received the benefits of organization, and to our Model Schools. We learn from the Reports of our Inspectors that the aid afforded to National Schools by means of this department has tended materially to promote their efficiency.

Total number of children on the rolls of our Central Model Schools on 31st Dec., 1863, with their religious denominations.

IX.—30. The number of pupils on the rolls of our Model Schools in Marlborough-street upon the 31st of December, 1863, was—males, 835; females, 667; infants, 352; making a total of 1,854.

31. The religious denominations of the 1,854 children on the rolls of the Model Schools, Marlborough-street, at the above date, are specified in the following return:—

	Males.	Females.	Infants.	Total.
Established Church, .	169	135	37	341
Roman Catholics, .	601	467	288	1,356
Presbyterians, .	46	48	22	116
Other Persuasions, .	17	13	–	30
Jews, . . .	2	4	5	11
Total, . .	835	667	352	1,854

Number of Teachers trained in 1863.

X.—32. We trained during the year, and supported at the public expense, 321 National Teachers, of whom 174 were males, and 147 females. We also trained 26 Teachers not connected with

National Schools, who supported themselves during their attendance at the Model Schools. The total number of Teachers trained in 1863 was 347. Of the 321 Teachers of National Schools trained during the year, 62 were of the Established Church, 159 were Roman Catholics, 93 were Presbyterians, and 7 were of other persuasions. The total number of male and female teachers trained from the commencement of our proceedings to the 31st December, 1863, is 6,633. We do not include in this last number those Teachers who, at the time of their training, were unconnected with National Schools.

Navigation teachers.

33. We also trained an additional number of National Teachers in the principles of Navigation and the use of nautical instruments. The special instruction thus imparted will enable them to extend a knowledge of this branch of science to schools favourably situated for its introduction; but the number of these schools must necessarily be small.

Training departments.

34. The respective establishments in which the Teachers, both male and female, attending at our Training Institution, are boarded and lodged, continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for the maintenance of order and discipline, for the exercise of kindly feeling towards each other, and for the careful observance of their religious duties.

Number of Teachers in Board's service at end of 1863.

XI.—35. The following Table shows that we had in our service, at the end of the year 1863, of Principal Teachers, 5,758, and of Assistants, 1,489, making, in the whole, 7,247*—of whom 3,331 are trained; also, that we had in our service, at the same period, 725 Workmistresses, many of whom act in the further capacity of Junior Assistants in the literary business of the schools:—

Class.	Principals.		Assistants.		Workmistresses and Junior Assistants.
	Males.	Females.	Males.	Females.	
1^1 . .	85	51	8	6	.
1^2 . .	124	82	5	3	.
1^3 . .	251	126	12	7	.
2^1 . .	511	239	16	28	.
2^2 . .	619	309	47	73	.
3^1 . .	1,214	472	153	215	.
3^2 . .	734	355	202	221	.
Probationers, .	429	157	258	235	.
Total, .	3,967	1,791	701	788	.
	5,758		1,489		725

* This number is exclusive of Teachers in the Prison Schools, Lunatic Asylum Schools, and Workhouse Schools, in connexion with us, and Teachers in Convent Schools, no record being kept of their classification—the former not being paid by the Board, and the latter being paid according to the average daily attendance in their respective schools.

Number of Paid Monitors in Board's service at end of 1863.

36. The following Table exhibits the number of Senior and Junior Monitors in our service in Ordinary National Schools, at the end of the year 1863, distinguishing Males from Females, and showing the numbers in each year of service:—

Year of Service.	Senior.		Junior.	
	Males.	Females.	Males.	Females.
1st year, . .	404	456	146	144
2nd „ . .	333	387	127	140
3rd „ . .	234	293	92	88
4th „ . .	149	274	.	.
Total, .	1,120	1,410	365	372
	2,530		737	
	3,267			

Number of Teachers in receipt of Good Service salary.

37. The following Table exhibits the number of Teachers in receipt of Good Service Salary; also their classification, and term of service completed since first classed.

Class.	Males.			Females.		
	8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
III[1] . . .	16	9	8	3	3	3
II[2] . . .	8	17	18	7	3	2
II[1] . . .	25	25	19	7	7	6
I[3] . . .	17	26	33	7	11	6
I[2] . . .	8	16	31	8	13	9
I[1] . . .	8	11	18	5	7	8
Total, .	82	104	127	37	44	34
	313			115		
	428					

Scales of salaries, &c.

38. In our "Rules and Regulations," published in the Appendix, we give the scales of salaries allowed to the several grades of Teachers in connexion with us; also, the various gratuities awarded for special services rendered by the Teachers in the training and instruction of their pupils. These special gratuities are conferred on a large number of the Teachers, and have had the effect of stimulating the whole body to increased energy and devotion in the discharge of their school duties.

Amount of local emoluments received in aid of salaries.

XII.—39. The following table exhibits, in counties and provinces, the total amount of local emoluments received in aid of salaries of teachers of National Schools (excluding Workhouse Schools, Prison Schools, Lunatic Asylum Schools, and Closed or Suspended Schools) during the year 1863; also, the average for each school and each pupil in daily average attendance.

AMOUNT of LOCAL EMOLUMENTS received in aid of Salaries of Teachers of National Schools in 1863.

PROVINCES AND COUNTIES.	Payments by Children.	Subscriptions.	Total.	No. of Schools.	No of Pupils.	Average per School.	Average per Pupil.
	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.
ULSTER:							
Antrim, .	5,075 17 10	729 9 8	5,805 7 6	457	24,385	12 14 0¾	4 9
Armagh, .	1,156 11 1	503 15 7	1,660 6 8	165	8,551	10 1 3	3 10½
Cavan, . .	530 3 8	143 15 0	673 18 8	230	7,944	2 18 7	1 8¼
Donegal, .	821 11 1	525 14 11	1,347 6 0	274	9,318	4 18 4	2 10¾
Down, . .	3,581 2 11	728 6 2	4,309 9 1	338	16,727	12 15 0	5 1¾
Fermanagh, .	389 14 7	66 15 0	456 9 7	126	4,069	3 12 5½	2 3
Londonderry,	1,368 9 6	1,107 17 3	2,476 6 9	207	7,806	11 19 3	6 4½
Monaghan, .	621 8 11	286 3 8	907 12 7	150	5,249	6 1 0	3 5½
Tyrone, . .	1,299 2 8	496 4 1	1,795 6 9	295	9,935	6 1 8½	3 7¼
Total, .	14,844 2 3	4,588 1 4	19,432 3 7	2,242	93,984	8 13 4	4 1½
MUNSTER:							
Clare, . . .	944 19 6	119 3 7	1,064 3 1	187	8,942	5 13 9¾	2 4¾
Cork, . .	3,363 0 7	506 4 0	3,869 4 7	506	29,999	7 12 11¼	2 7
Kerry, . .	958 17 10	250 2 7	1,209 0 5	202	11,845	5 19 8¾	2 0½
Limerick, .	1,709 16 11	446 15 0	2,156 11 11	180	12,271	11 19 7½	3 6
Tipperary, .	1,767 11 8	318 4 10	2,085 16 6	259	12,860	8 1 1	3 3
Waterford, .	735 3 10	461 12 9	1,196 16 7	104	5,689	11 10 1¾	4 2½
Total, .	9,479 10 4	2,102 2 9	11,581 13 1	1,438	81,606	8 1 1	2 10
LEINSTER:							
Carlow, .	213 3 1	50 17 7	264 0 8	57	2,940	4 12 7¾	1 9½
Dublin, . .	2,256 16 9	1,339 15 10	3,596 12 7	208	17,721	17 5 10	4 0¾
Kildare, .	650 17 3	186 9 1	837 6 4	95	4,463	8 16 3½	3 9
Kilkenny, .	810 6 0	309 18 0	1,120 4 0	160	7,749	7 0 0¼	2 10¾
King's, . .	469 8 8	190 11 0	659 19 8	93	3,929	7 1 11¼	3 4¼
Longford, .	235 17 2	94 10 0	330 7 2	86	3,511	3 16 10	1 10½
Louth, . .	472 1 9	241 6 0	713 7 9	81	4,567	8 16 1¾	3 1¾
Meath, . . .	720 10 7	324 17 10	1,045 8 5	153	5,860	6 16 7¾	3 6¾
Queen's, .	407 13 2	225 0 0	632 13 2	85	4,054	7 8 10¼	3 1½
Westmeath, .	447 2 7	118 5 0	565 7 7	117	4,670	4 16 7¾	2 5
Wexford, .	683 2 6	87 15 9	770 18 3	141	5,942	5 9 4¼	2 7¼
Wicklow, .	461 19 7	230 17 2	692 16 9	82	3,705	8 8 11¾	3 9
Total, .	7,828 19 1	3,400 3 3	11,229 2 4	1,358	69,111	8 5 4½	3 3
CONNAUGHT:							
Galway, .	801 13 6	216 4 0	1,017 17 6	214	10,980	4 15 1¾	1 10¾
Leitrim, .	330 7 11	235 2 0	565 9 11	166	6,294	3 8 1½	1 9½
Mayo, . .	530 18 6	413 8 6	944 7 0	251	10,732	3 15 3	1 9
Roscommon, .	535 5 5	288 13 8	823 19 1	175	8,034	4 14 2	2 0½
Sligo, . .	345 9 3	293 13 10	639 3 1	122	5,779	5 4 9¼	2 2½
Total, .	2,543 14 7	1,447 2 0	3,990 16 7	928	41,869	4 6 0	1 11
ULSTER, .	14,844 2 3	4,588 1 4	19,432 3 7	2,242	93,984	8 13 4	4 1½
MUNSTER, .	9,479 10 4	2,102 2 9	11,581 13 1	1,438	81,606	8 1 1	2 10
LEINSTER, .	7,828 19 1	3,400 3 3	11,229 2 4	1,358	69,111	8 5 4½	3 3
CONNAUGHT, .	2,543 14 7	1,447 2 0	3,990 16 7	928	41,869	4 6 0	1 11
Grand Total,	34,696 6 3	11,537 9 4	46,233 15 7	5,966	286,570	7 15 0	3 2¾

40. As compared with the year 1862 there appears a slight increase in the total amount of local emoluments, but a decrease in the average per school, and average per pupil.

XIII.—41. The number of Workhouse Schools in connexion with us on the 31st December, 1863, was 145. Of these schools 30 are in Ulster, 50 in Munster, 36 in Leinster, and 29 in Connaught —being an increase of 1 over the year 1862. Workhouse schools, and attendance.

42. The *total* number of distinct children appearing on the rolls of these 145 Workhouse Schools, for the year ending 31st December, 1863, was 20,915; the *average* number on the rolls was 13,158; while the average daily attendance was 9,923.

Attendance at District and Minor Model Schools.

XIV.—43. We publish, in the Appendix, the Reports of our Head Inspectors on the condition of the District and Minor Model Schools. There are now 25 in operation—including the Central or Metropolitan District. The number of children on the rolls of these schools for the *year ended* the 31st of December, 1863, was 16,768*, and the average daily attendance for the same period, 7,557*. In the following Table the total number on the rolls is divided into males, females, and infants:—

County.	Number.	Name of School.	No. of *distinct* Pupils on the Rolls for the year ended 31st December, 1863.				Average daily attendance for the year ended 31st Dec., 1863.
			Males.	Females.	Infants.	Total.	
Dublin,	1	Metropolitan:					
,,		Central,	1,418	1,145	651	3,214	1,388
,,		Inchicore,	155	98	81	334	160
,,		West Dublin,	465	293	296	1,054	427
Antrim,	2	Belfast,	1,455	792	558	2,805	1,215
,,	3	Ballymena,	153	114	94	361	157
Armagh,	4	Newry,	171	141	125	437	196
Cavan,	5	Bailieborough,	102	108	67	277	144
Down,	6	Newtownards,	302	209	148	659	371
Londonderry,	7	Coleraine,	148	134	86	368	174
,,	8	Londonderry,	341	209	177	727	325
Cork,	9	Dunmanway,	205	246	.	451	236
Limerick,	10	Limerick,	232	161	199	592	209
Tipperary,	11	Clonmel,	204	124	75	403	148
Waterford,	12	Waterford,	203	113	106	422	162
Kildare,	13	Athy,	114	95	82	291	131
Kilkenny,	14	Kilkenny,	174	157	183	514	228
Meath,	15	Trim,	240	216	151	607	258
Wexford,	16	Enniscorthy,	40	32	33	105	52
Galway,	17	Galway,	291	101	144	536	172
Sligo,	18	Sligo,	90	61	42	193	136
Antrim,	19	Ballymoney (Minor),	110	125	99	334	163
,,	20	Carrickfergus ,,	122	97	140	359	194
Armagh,	21	Lurgan, ,,	250	98	97	445	248
Monaghan,	22	Monaghan ,,	153	138	73	364	189
Tyrone,	23	Omagh ,,	171	140	88	399	206
,,	24	N.-T.-Stewart ,,	89	98	92	279	133
King's,	25	Parsonstown ,,	111	77	50	238	135
		Total,	7,509	5,322	3,937	16,768	7,557

Religious denominations of Model Schools pupils, for December quarter.

44. We have obtained from our Inspectors returns showing the religious denominations of the children on the rolls of the District and Minor Model Schools, for the quarter ended the 31st December, 1863.

45. It appears that the total number of children on the rolls of our Model Schools for the last quarter of the year 1863 was 11,564;

* Maritime and Agricultural pupils included.

of which 2,874 were of the Established Church, 5,044 Roman Catholics, 2,918 Presbyterians, and 728 belonged to other persuasions. In the subjoined tabulation of these returns, we include the schools of the Central or Metropolitan district.

RELIGIOUS DENOMINATIONS of the CHILDREN on the Rolls of the Model Schools, for *the quarter ended* the 31st December, 1863.

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1863.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
		METROPOLITAN: CENTRAL MODEL.					
	752	Male, No. 1,	561	103	411	33	14
	8653	Do., No. 2,	139	35	96	8	.
	8654	Do., No. 3,	67	17	47	2	1
	8655	Do., No. 4,	87	24	56	6	1
	8656	Do., No. 5,	167	31	127	4	5
	753	Female, No. 1,	497	107	345	32	13
	8657	Do., No. 2,	148	25	105	10	8
	8658	Do., No. 3,	83	15	54	14	.
	8659	Do., No. 4,	112	20	91	1	.
	1795	Infant, . .	452	49	372	26	5
		Total, .	2,313	426	1,704	136	47
DUBLIN, .		WEST DUBLIN.					
	5640	Male, . .	320	13	302	5	.
	5641	Female, . .	181	17	162	2	.
	5642	Infant, . .	179	8	167	4	.
		Total, .	680	38	631	11	.
		INCHICORE RAILWAY.					
	6978	Male, . .	113	48	59	5	1
	6979	Female, . .	75	31	44	.	.
	6980	Infant, . .	68	31	37	.	.
		Total, .	256	110	140	5	1
		BELFAST.					
	6963	Male, . .	891	208	224	375	84
	6964	Female, . .	545	111	83	285	66
	6965	Infant, . .	381	96	107	147	31
		Total, .	1,817	415	414	807	181
ANTRIM, .		BALLYMENA.					
	5621	Male, . .	96	13	11	71	1
	5622	Female, . .	89	21	2	63	3
	5623	Infant, . .	56	13	3	36	4
		Total, .	241	47	16	170	8

[*continued.*

RELIGIOUS DENOMINATIONS of CHILDREN on Rolls of Model Schools—*continued.*

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1863.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
		NEWRY.					
ARMAGH,	5624	Male,	114	30	33	41	10
	5625	Female,	97	18	26	49	4
	5626	Infant,	71	15	20	29	7
		Total,	282	63	79	119	21
		BAILIEBOROUGH.					
CAVAN,	5627	Male,	73	18	41	14	.
	5628	Female,	83	19	48	16	.
	8514	Infant,	52	20	24	8	.
		Total,	208	57	113	38	.
		NEWTOWNARDS.					
DOWN,	7774	Male,	224	14	6	187	17
	7775	Female,	127	8	7	98	14
	7776	Infant,	124	10	3	100	11
		Total,	475	32	16	385	42
		COLERAINE.					
LONDONDERRY,	5618	Male,	112	23	17	53	19
	5619	Female,	89	23	18	35	13
	5620	Infant,	67	9	18	30	10
		Total,	268	55	53	118	42
		LONDONDERRY.					
Do.,	7690	Male,	224	54	4	140	26
	7691	Female,	124	52	.	61	11
	7692	Infant,	101	29	.	58	14
		Total,	449	135	4	259	51
		DUNMANWAY.					
CORK,	5636	Male,	169	6	155	.	8
	5637	Female,	194	6	185	.	3
		Total,	363	12	340	.	11
		LIMERICK.					
LIMERICK,	6970	Male,	149	68	64	8	9
	6971	Female,	98	51	35	7	5
	6972	Infant,	121	62	41	11	7
		Total,	368	181	140	26	21
		CLONMEL.					
TIPPERARY,	5633	Male,	132	45	69	9	9
	5634	Female,	71	28	28	8	7
	5635	Infant,	41	16	14	7	4
		Total,	244	89	111	24	20

[*continued.*

RELIGIOUS DENOMINATIONS of CHILDREN on Rolls of Model Schools—*continued.*

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1863.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
		WATERFORD.					
WATERFORD,	6974	Male, . .	119	51	51	9	8
	6975	Female, . .	73	28	38	4	3
	6976	Infant, . .	71	31	31	9	.
		Total, .	263	110	120	22	11
		ATHY.					
KILDARE, .	6209	Male, . .	87	46	20	16	5
	6210	Female, . .	70	37	21	9	3
	6615	Infant, . .	48	39	4	4	1
		Total, .	205	122	45	29	9
		KILKENNY.					
KILKENNY, .	6981	Male, . .	126	25	94	2	5
	6982	Female, . .	122	6	116	.	.
	6983	Infant, . .	130	9	117	3	1
		Total, .	378	40	327	5	6
		TRIM.					
MEATH, .	5630	Male, . .	176	30	146	.	.
	5631	Female, . .	162	21	141	.	.
	5632	Infant, . .	100	11	87	.	2
		Total, .	438	62	374	.	2
		ENNISCORTHY.					
WEXFORD, .	7784	Male, . .	31	28	2	1	.
	7785	Female, . .	22	12	5	.	5
	7786	Infant, . .	30	18	2	.	10
		Total, .	83	58	9	1	15
		GALWAY.					
GALWAY, .	6212	Male, . .	142	30	102	1	9
	6213	Female, . .	54	16	28	3	7
	6214	Infant, . .	82	23	30	9	20
		Total, .	278	69	160	13	36
		SLIGO.					
SLIGO, . .	8206	Male, . .	90	50	.	21	19
	8207	Female, . .	61	23	.	10	28
	8208	Infant, . .	42	16	.	11	15
		Total, .	193	89	.	42	62
		BALLYMONEY (MINOR).					
ANTRIM, .	6737	Male, . .	88	11	25	51	1
	6738	Female, . .	93	11	27	54	1
	6739	Infant, . .	58	7	12	39	.
		Total, .	239	29	64	144	2

[*continued.*

RELIGIOUS DENOMINATIONS of CHILDREN on Rolls of Model Schools—*continued.*

COUNTIES.	Roll No.	School.	No. on the Rolls for the quarter ended 31st Dec., 1863.	Religious Denominations.			
				Established Church.	R. Catholic.	Presbyterian.	Other Persuasions.
		CARRICKFERGUS (MINOR).					
ANTRIM, .	7753	Male, . .	86	26	3	46	11
	7754	Female, . .	61	10	7	29	15
	7755	Infant, . .	103	23	11	49	20
		Total, .	250	59	21	124	46
		LURGAN (MINOR).					
ARMAGH, .	8540	Male, . .	223	126	21	58	18
	8541	Female, . .	87	38	5	31	13
	8542	Infant, . .	86	42	5	31	8
		Total, .	396	206	31	120	39
		MONAGHAN (MINOR).					
MONAGHAN,	7751	Male, . .	103	31	43	27	2
	7752	Female, . .	95	31	27	36	1
	7854	Infant, . .	46	15	14	17	.
		Total, .	244	77	84	80	3
		OMAGH (MINOR).					
TYRONE, .	7853	Male, . .	120	54	3	52	11
	8178	Female, . .	91	29	5	46	11
	8179	Infant, . .	74	27	7	32	8
		Total, .	285	110	15	130	30
		N.-T.-STEWART (MINOR).					
DO. . .	7758	Male, . .	65	26	2	35	2
	7759	Female, . .	59	18	2	39	.
	8694	Infant, . .	51	21	.	28	2
		Total, .	175	65	4	102	4
		PARSONSTOWN (MINOR).					
KING'S COUNTY,	7949	Male, . .	86	54	21	.	11
	7950	Female, . .	58	43	5	5	5
	7951	Infant, . .	29	21	3	3	2
		Total, .	173	118	29	8	18
		Grand Total,	11,564	2,874	5,044	2,918	728
		Per-centage,	–	24·85	43·62	25·23	6·30

XV.—46. The Minor Model School at Lurgan was opened in the beginning of the year; and the District Model School at Sligo was opened for the reception of pupils in the month of September. Lurgan Minor Model School, and Sligo, Enniskillen, and Cork District Model Schools.

47. The arrangements for the erection of the Enniskillen District Model School have been completed. The erection of the Cork District Model School is in progress.

48. The number of District Model Schools in operation at the end of the year was 17*; the number to be yet built, 2; total, 19. Total number of District and Minor Model Schools.

49. The number of Minor Model Schools in operation at the end of the year was 7.

50. The total number of District and Minor Model Schools already erected, together with those which we have agreed to erect, amounts to 26*.

XVI.—51. The total number of School Farms in operation on the 31st December, 1863, was 89, of which 19 were School Farms of the First Class, under the exclusive management of the Board; and 17 were School Farms of the First Class, under local management. Of the remaining number, 50 were ordinary School Farms, and 3 were School Gardens—one of the latter being under our own management. Agricultural School Farms.

52. The following is a list of the School Farms of the First Class:—

No. 1.—Nineteen School Farms of the First Class under Exclusive Management of Commissioners. First Class Farms under management of Commissioners.

County.	School.	County.	School.
Antrim,	Ballymoney.	Tipperary,	Kyle Park.
,,	Ulster (Belfast).	,,	Derrycastle.
Cavan,	Bailieboro'.	,,	Gormanstown.
Donegal,	Templedouglas.	Dublin,	Albert.
Monaghan,	Bath.	Kildare,	Athy.
Cork,	Dunmanway.	Kilkenny,	Woodstock.
,,	Glandore.	,,	Kilkenny.
,,	Farrahy.	Leitrim,	Leitrim.
,,	Munster (Cork).		
Limerick,	Limerick.		Total, 19.
,,	Mt. Trenchard.		

No. 2.—Seventeen School Farms of the First Class under Local Management. First Class Farms under management of Local Patrons.

County.	School.	County.	School.
Antrim,	Ballycarry.	Kilkenny,	Piltown.
,,	Larne.	King's,	Rahan.
Londonderry,	Templemoyle.	Louth,	Dromiskin.
Monaghan,	Cornagilta.	Meath,	Woodpole.
Tyrone,	Loughash.	Galway,	Ballinakill.
Clare,	Feakle.	,,	Clonkeenkeryl.
,,	Cahersherkin.	Roscommon,	Glanduff.
,,	Sallybank.		
Waterford,	Glengarra.		Total, 17.
Carlow,	Garryhill.		

* This number does not include the Central or Metropolitan District.

Summary of Agricultural School Farms.

53. The following is a Classified Summary of the School Farms in the several counties of Ireland, on the 31st December, 1863:—

Counties.	School Farms.				Counties.	School Farms.			
	First Class.	Ordinary.	School Gardens.	Total.		First Class.	Ordinary.	School Gardens.	Total.
1. Antrim, .	4	1	.	5	16. Carlow, .	1	.	.	1
2. Armagh, .	.	2	.	2	17. Dublin, .	1	.	1	2
3. Cavan, .	1	3	.	4	18. Kildare, .	1	3	.	4
4. Donegal, .	1	5	.	6	19. Kilkenny, .	3	3	.	6
5. Down, .	.	.	.	.	20. King's, .	1	1	.	2
6. Fermanagh, .	.	2	.	2	21. Longford, .	.	2	.	2
7. Londonderry	1	.	.	1	22. Louth, .	1	.	.	1
8. Monaghan,	2	.	.	2	23. Meath, .	1	1	.	2
9. Tyrone, .	1	3	.	4	24. Queen's, .	.	.	.	.
					25. Westmeath,	.	1	.	1
Total, Ulster,	10	16	.	26	26. Wexford, .	.	.	.	.
					27. Wicklow, .	.	1	.	1
					Total, Leinster,	9	12	1	22
10. Clare, .	3	3	.	6	28. Galway, .	2	2	.	4
11. Cork, .	4	4	.	8	29. Leitrim, .	1	.	.	1
12. Kerry, .	.	2	.	2	30. Mayo, .	.	4	1	5
13. Limerick, .	2	.	.	2	31. Roscommon,	1	3	1	5
14. Tipperary, .	3	.	.	3	32. Sligo, .	.	2	.	2
15. Waterford,	1	2	.	3					
					Total, Connaught	4	11	2	17
Total, Munster,	13	11	.	24					
					Grand Total, .	36	50	3	89

Number of School Farms, from 1852 to 1863.

54. The following Table shows the number of School Farms in the years 1852, 1853, 1854, 1855, 1856, 1857, 1858, 1859, 1860, 1861, 1862, and 1863:—

Year.	Number of School Farms in each Year.				
	First Class.	Ordinary.	School Gardens.	Workhouse.	Total.
1852, . .	27	39	3	23	92
1853, . .	33	43	3	50	129
1854, . .	35	47	3	70	155
1855, . .	37	46	3	79	165
1856, . .	37	51	3	77	168
1857, . .	39	48	3	76	166
1858, . .	42	47	3	64	156
1859, . .	38	45	2	58	143
1860, . .	36	42	2	41	121
1861, . .	36	39	2	43	120
1862, . .	36	48	3	47	134
1863, . .	36	50	3	.	89

Workhouse Farms disconnected.

55. In conformity with the wishes of Her Majesty's Government, we have ceased to give assistance to the agricultural departments of Workhouse National Schools—such discontinuance dating from the 1st of April, 1863.

XVII.—56. We publish, in the usual form, a full statement of our receipts and expenditure for the year ending 31st of December, 1863.

XVIII.—57. We submit this, as our Report for the past year, to your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Third day of June, One Thousand Eight Hundred and Sixty-four.

SEAL.

(Signed)

JAMES KELLY,
WILLIAM M°CREEDY, } *Secretaries.*

Receipts and Disbursements.

ACCOUNT of the RECEIPTS and DISBURSEMENTS of the COMMISSIONERS

CHARGE.	£	s.	d.
BALANCE on the 31st December, 1862,	22,507	1	9
AMOUNT RECEIVED FROM THE TREASURY on account of VOTES,	346,904	0	0
Do. for BOOKS and REQUISITES sold to the National Schools in Ireland, *at reduced prices*, during the twelve months ended the 31st December, 1863,	9,303	14	8
Do. for SCHOOL APPARATUS sold to the National Schools in Ireland, *at reduced prices*, during the twelve months ended 31st December, 1863,	1,259	15	5
Do. for Fees, &c., from Pupils attending the CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET,	844	0	6
Do. for Fees, &c., from Pupils attending the DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET,	148	9	11
Do. for Sale of Wearing Apparel made up by the Female Teachers in Training, &c.,	111	1	9
Do. for Garden Produce, &c., from GLASNEVIN INDUSTRIAL SCHOOL,	69	6	10
Do. for Garden Produce, &c., from GLASNEVIN MODEL GARDEN,	73	4	2
Do. for Fees from Pupils attending the INCHICORE MODEL SCHOOL,	43	2	2
Amount received from the following MODEL SCHOOLS UNDER THE MANAGEMENT OF THE BOARD, for School Fees, &c. :—			
ATHY, Co. KILDARE,	74	8	6
BAILIEBOROUGH, Co. CAVAN,	65	16	1
BALLYMENA, Co. ANTRIM,	94	9	8
BALLYMONEY, Co. ANTRIM,	72	2	6
BELFAST, Co. ANTRIM,	903	17	2
CLONMEL, Co. TIPPERARY,	74	11	7
COLERAINE, Co. LONDONDERRY,	131	14	6
DUNMANWAY, Co. CORK,	82	13	6
GALWAY, Co. GALWAY,	134	5	6
KILKENNY, Co. KILKENNY,	103	19	10
LIMERICK, Co. LIMERICK,	172	18	10
OMAGH, Co. TYRONE,	136	12	6
NEWRY, Co. ARMAGH,	130	12	5
TRIM, Co. MEATH,	93	18	9
WATERFORD, Co. WATERFORD,	115	7	0
N. T. STEWART, Co. TYRONE,	87	17	6
CARRICKFERGUS, Co. ANTRIM,	148	7	7
PARSONSTOWN, KING'S Co.,	147	5	5
MONAGHAN, Co. MONAGHAN,	151	11	0
LONDONDERRY, Co. LONDONDERRY,	279	12	8
NEWTOWNARDS, Co. DOWN,	222	9	0
ENNISCORTHY, Co. WEXFORD,	45	16	7
SLIGO, Co. SLIGO,	34	1	11
LURGAN, Co. ARMAGH,	115	14	1
Do. from the Private Contribution Fund, being Dividends on Legacies and Donations invested in Government Securities,	76	2	1
Do. per Assessor of Income Tax for the Establishment, being deductions under the head of Salaries, &c.,	1,312	8	2
Do. from various sources,	125	13	11
Carried forward,	386,398	5	5

of NATIONAL EDUCATION, from 1st January to 31st December, 1863.

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
NORMAL ESTABLISHMENT:		
Salaries and Allowances,	2,927 6 11	
General Expenditure,	283 0 0	
		3,210 6 11
MALE TRAINING ESTABLISHMENT, GLASNEVIN:		
Salaries and Wages,	141 8 4	
Maintenance and Travelling Expenses of Teachers,	1,054 5 2	
General Expenditure,	148 7 4	
		1,344 0 10
MALE TRAINING ESTABLISHMENT, NTH. GT. GEORGE'S-ST.:		
Salaries and Wages,	172 3 11	
Maintenance and Travelling Expenses of Teachers,	1,781 15 2	
General Expenditure,	143 13 7	
		2,097 12 8
AUXILIARY TRAINING ESTABLISHMENT, 29, MARLBOROUGH-STREET:		
General Expenditure,	—	72 12 1
MALE TRAINING ESTABLISHMENT—(SPECIAL CLASS BRANCH):		
General Expenditure,		59 19 6
FEMALE TRAINING ESTABLISHMENT:		
Salaries and Wages,	290 6 1	
Maintenance and Travelling Expenses of Teachers,	2,100 2 7	
General Expenditure,	359 3 9	
		2,749 12 5
CENTRAL MODEL SCHOOLS, MARLBOROUGH-STREET:		
Salaries of Teachers and Monitors,	3,290 18 1	
General Expenditure,	61 2 1	
		3,352 0 2
DUBLIN WEST MODEL SCHOOL, SCHOOL-STREET:		
Salaries and Allowances to Teachers and Monitors,	1,095 14 10	
General Expenditure,	84 0 4	
		1,179 15 2
ALBERT MODEL TRAINING ESTABLISHMENT, GLASNEVIN:		
Salary of Literary Teacher,	60 0 0	
General Expenditure,	102 13 2	
		162 13 2
GLASNEVIN INDUSTRIAL SCHOOL:		
Salaries of Teachers and Monitors,	173 5 0	
General Expenditure, Literary Department,	39 5 0	
Ditto, Industrial ditto,	66 10 7	
		279 0 7
GLASNEVIN MODEL GARDEN:		
Salary of Gardener, and General Expenditure connected with working of Garden,	—	157 15 6
INCHICORE MODEL SCHOOL:		
Salaries and Allowances to Teachers and Monitors,	387 15 7	
General Expenditure,	19 11 4	
		407 6 11
ORDINARY NATIONAL SCHOOLS:		
Rents of School-houses, Incidentals, &c.,	—	26 3 0
ATHY DISTRICT MODEL SCHOOL, CO. KILDARE:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	686 11 3	
General Expenditure,	150 16 0	
		837 7 3
BAILIEBOROUGH DISTRICT MODEL SCHOOL, CO. CAVAN:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c.,	534 16 8	
General Expenditure,	155 2 1	
		689 18 9
Carried forward,	—	16,626 4 11

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.
Brought forward, .	386,398	5	5
Carried forward, .	386,398	5	5

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . .	—	16,626 4 11
BALLYMENA DISTRICT MODEL SCHOOL, CO. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	678 9 8	
General Expenditure, ...	108 8 7	
		786 18 3
BALLYMONEY MODEL SCHOOL, CO. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, .	493 16 4	
General Expenditure, ...	54 9 9	
		548 6 1
BELFAST DISTRICT MODEL SCHOOL, CO. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	3,679 8 9	
General Expenditure, ...	651 12 1	
		4,331 0 10
CLONMEL DISTRICT MODEL SCHOOL, CO. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	704 6 8	
General Expenditure, ...	131 11 7	
		835 18 3
COLERAINE DIST. MODEL SCHOOL, CO. LONDONDERRY:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	710 10 8	
General Expenditure, ...	70 8 5	
		780 19 1
DERRYCASTLE LITERARY SCHOOL, CO. TIPPERARY:		
Salaries and Allowances to Teachers, ...	—	52 0 0
DUNMANWAY DISTRICT MODEL SCHOOL, CO. CORK:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	563 9 6	
General Expenditure, ...	166 6 9	
		729 16 3
FARRAHY LITERARY SCHOOL, CO. CORK:		
Salaries and Allowances to Teachers and Monitors, .	—	90 6 7
GALWAY DISTRICT MODEL SCHOOL, CO. GALWAY:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	933 11 2	
General Expenditure, ...	241 17 5	
		1,175 8 7
GLANDORE LITERARY SCHOOL, CO. CORK:		
Salaries and Allowances to Teachers and Monitors, .	142 13 4	
General Expenditure, ...	9 8 0	
		152 1 4
GORMANSTOWN LITERARY SCHOOL, CO. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, .	—	101 0 9
KILKENNY DISTRICT MODEL SCHOOL, CO. KILKENNY:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	693 12 6	
General Expenditure, ...	94 5 1	
		787 17 7
KYLE PARK LITERARY SCHOOL, CO. TIPPERARY:		
Salaries and Allowances to Teachers and Monitors, .	129 11 8	
General Expenditure, ...	22 0 3	
		151 11 11
LEITRIM LITERARY SCHOOL, CO. LEITRIM:		
Salaries and Allowances to Teachers and Monitors, .	96 7 9	
General Expenditure, ...	5 6 8	
		101 14 5
LIMERICK DISTRICT MODEL SCHOOL, CO. LIMERICK:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., .	936 19 6	
General Expenditure, ...	268 9 1	
		1,205 8 7
LONDONDERRY DIST. MOD. SCHOOL, CO. LONDONDERRY:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	1,402 2 10	
General Expenditure, ...	370 13 6	
		1,772 16 4
Carried forward, . .	—	30,229 9 9

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.

	£	s.	d.
Brought forward, .	386,398	5	5
Carried forward, . .	386,398	5	5

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . .	—	30,229 9 9
MOUNT TRENCHARD LITERARY SCHOOL, CO. LIMERICK:		
Salary to Teacher, ...	—	16 0 0
MUNGRET LITERARY SCHOOL, CO. LIMERICK:		
Salaries, &c., of Teachers and Monitors, . . .	—	79 13 4
NEWRY DISTRICT MODEL SCHOOL, CO. ARMAGH:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	692 1 2	
General Expenditure, ...	97 13 9	
		789 14 11
TEMPLEDOUGLAS LITERARY SCHOOL, CO. DONEGAL:		
Salary to Teacher, ...	—	28 0 0
TERVOE LITERARY SCHOOL, CO. LIMERICK:		
Salaries and Allowances to Teachers and Monitors, .	56 16 8	
General Expenditure, ...	12 1 6	
		68 18 2
TRIM DISTRICT MODEL SCHOOL, CO. MEATH:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	719 7 11	
General Expenditure, ...	126 3 9	
		845 11 8
WATERFORD DIST. MODEL SCHOOL, CO. WATERFORD:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	764 1 2	
General Expenditure, ...	175 6 3	
		939 7 5
NEWTOWNARDS DISTRICT MODEL SCHOOL, CO. DOWN:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	1,212 3 2	
General Expenditure, ...	234 18 1	
		1,447 1 3
SLIGO DISTRICT MODEL SCHOOL, CO. SLIGO:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c. . .	146 0 10	
General Expenditure, ...	386 12 1	
		532 12 11
ENNISKILLEN DIST. MODEL SCHOOL, CO. FERMANAGH:		
General Expenditure, ...	—	68 18 9
ENNISCORTHY DIST. MODEL SCHOOL, CO. WEXFORD:		
Salaries and Allowances to Teachers and Monitors, and Maintenance of Resident Pupil-Teachers, &c., . .	305 13 4	
General Expenditure, ...	118 18 7	
		424 11 11
CARRICKFERGUS MINOR MODEL SCHOOL, CO. ANTRIM:		
Salaries and Allowances to Teachers and Monitors, .	648 13 0	
General Expenditure, ...	131 2 8	
		779 15 8
MONAGHAN MINOR MODEL SCHOOL, CO. MONAGHAN:		
Salaries and Allowances to Teachers and Monitors, .	542 8 2	
General Expenditure, ...	151 9 9	
		693 17 11
OMAGH MINOR MODEL SCHOOL, CO. TYRONE:		
Salaries and Allowances to Teachers and Monitors, .	694 7 3	
General Expenditure, ...	134 15 9	
		829 3 0
PARSONSTOWN MINOR MODEL SCHOOL, KING'S CO.:		
Salaries and Allowances to Teachers and Monitors, .	504 10 0	
General Expenditure, ...	83 5 0	
		587 15 0
NEWTOWNSTEWART MINOR MODEL SCHOOL, CO. TYRONE:		
Salaries and Allowances to Teachers and Monitors, .	393 18 6	
General Expenditure, ...	24 13 10	
		418 12 4
WOODSTOCK LITERARY SCHOOL, CO. KILKENNY:		
Salaries to Teachers and Monitors, ...	78 11 8	
General Expenditure, ...	5 18 7	
		84 10 3
LURGAN MINOR MODEL SCHOOL, CO. ARMAGH:		
Salaries and Allowances to Teachers and Monitors, .	529 0 5	
General Expenditure, ...	161 13 3	
		690 13 8
Carried forward, . .	—	39,554 7 11

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£ s. d.	£ s. d.
Brought forward, . .	—	386,398 5 5
RECEIPTS FOR SALES OF FARM PRODUCE, &c., FROM FARMS UNDER THE MANAGEMENT OF THE BOARD :—		
ALBERT MODEL FARM, GLASNEVIN, CO. DUBLIN, .	1,655 11 11	
ATHY SCHOOL FARM, CO. KILDARE, ...	618 13 5	
BAILIEBOROUGH SCHOOL FARM, CO. CAVAN: (Amount per Agriculturist in charge, for Rent, to 1st May, 1863), ...	50 0 0	
BALLYMONEY SCHOOL FARM, CO. ANTRIM: (Amount per Agriculturist in charge, for Rent, to 1st May, 1863), ...	57 6 2	
BATH SCHOOL FARM, CO. MONAGHAN: (Amount per Agriculturist in charge, for Rent, to 31st March, 1863), ...	29 15 0	
BELFAST SCHOOL FARM, CO. ANTRIM, . . .	320 13 9	
DERRYCASTLE SCHOOL FARM, CO. TIPPERARY, . .	75 13 1	
DUNMANWAY SCHOOL FARM, CO. CORK, . . .	69 10 10	
Carried forward, . .	2,877 4 2	386,398 5 5

and Disbursements—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . .	—	39,554 7 11
Expenditure connected with the Working of Agricultural Schools and School Farms under the Management of the Board:—		
Albert Model Farm, Glasnevin, Co. Dublin:		
Salaries and Allowances, . . £555 11 2		
Maintenance and Travelling Allowances of Agricultural Pupils, &c., . . 1,360 5 3		
Purchase of Live Stock, Seeds, Implements, and General Farm Expenses, &c., ... 874 19 1		
Rent, ... 723 0 5		
	3,513 15 11	
Athy School Farm, Co. Kildare:		
Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, £96 8 5		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, &c., . . 677 6 4		
	773 14 9	
Bailieborough School Farm, Co. Cavan:		
Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, £55 13 6		
General Expenditure, ... 69 10 0		
	125 3 6	
Ballymoney School Farm, Co. Antrim:		
Salary of Agriculturist, &c., and Maintenance of Resident Agricultural Pupils, £46 19 8		
General Expenditure, ... 82 7 0		
	129 6 8	
Bath School Farm, Co. Monaghan:		
Salary of Agriculturist, &c., and Maintenance of Resident Agricultural Pupils, £49 7 6		
General Expenditure, ... 39 12 4		
	88 19 10	
Belfast (Ulster) School Farm, Co. Antrim:		
Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, £186 7 7		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 759 16 8		
	946 4 3	
Derrycastle School Farm, Co. Tipperary:		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £81 19 5		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 91 19 9		
	173 19	
Dunmanway School Farm, Co. Cork:		
Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, £60 15 5		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 112 8 0		
	173 3 5	
Carried forward, . .	5,924 7 6	39,554 7 11

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.	£	s.	d.
Brought forward, . .	2,877	4	2	386,398	5	5
RECEIPTS FOR SALES—*continued.*						
FARRAHY SCHOOL FARM, CO. CORK: (Amount per Agriculturist in charge, for Rent, to 1st November, 1862), ...	11	17	4			
GLANDORE SCHOOL FARM, CO. CORK: (Amount per Agriculturist in charge, for Rent and Sale of Farm Produce, ...	82	15	3			
GORMANSTOWN SCHOOL FARM, CO. TIPPERARY: (Amount per Agriculturist in charge, for Live and Dead Stock, Sale of Produce, &c.) . . .	412	11	1			
KILKENNY SCHOOL FARM, CO. KILKENNY, . .	516	10	3			
KYLE PARK SCHOOL FARM, CO. TIPPERARY: (Amount per Agriculturist in charge, for Rent, to 1st May, 1863), ...	16	0	0			
LEITRIM SCHOOL FARM, CO. LEITRIM: (Amount per Agriculturist in charge, for Rent, to 30th April, 1863), ...	19	3	4			
LIMERICK SCHOOL FARM, CO. LIMERICK, . .	377	3	4			
MOUNT TRENCHARD SCHOOL FARM, CO. LIMERICK: (Amount per Agriculturist in charge, for Rent, one year to 25th March, 1863), ...	21	0	0			
MUNSTER SCHOOL FARM, CO. CORK, ...	699	13	5			
TEMPLEDOUGLAS SCHOOL FARM, CO. DONEGAL, . .	35	1	10			
Carried forward, . . .	5,069	0	0	386,398	5	5

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . . .	5,924 7 6	39,554 7 11
EXPENDITURE—*continued.*		
FARRAHY SCHOOL FARM, CO. CORK:		
Salary of Agriculturist, . . . £15 0 0		
General Expenditure, ... 47 19 4		
	62 19 4	
GLANDORE SCHOOL FARM, CO. CORK:		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £73 13 6		
Purchase of Live Stock, Seeds, &c., &c., and General Expenditure, . . . 283 14 8		
	357 8 2	
GORMANSTOWN SCHOOL FARM, CO. TIPPERARY:		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £52 10 8		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 219 8 5		
	271 19 1	
KILKENNY SCHOOL FARM, CO. KILKENNY:		
Salary and Allowance of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., ... £267 19 4		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 677 9 0		
	945 8 4	
KYLE PARK SCHOOL FARM, CO. TIPPERARY:		
Salary of Agriculturist, . . . £30 0 0		
General Expenditure, ... 17 15 0		
	47 15 0	
LEITRIM SCHOOL FARM, CO. LEITRIM:		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . —	67 19 9	
LIMERICK SCHOOL FARM, CO. LIMERICK:		
Salaries and Allowances, Agricultural Department, and Maintenance of Resident Agricultural Pupils, &c., . . £535 18 8		
Purchase of Live Stock, Seeds, Implements, Labour, & General Expenditure, 316 17 1		
General Expenditure connected with the Training and Agricultural Departments, ... 147 6 8		
	1,000 2 5	
MOUNT TRENCHARD SCHOOL FARM, CO. LIMERICK:		
Salary of Agriculturist and Maintenance of Resident Agricultural Pupils, . . £46 15 3		
General Expenditure, ... 29 4 6		
	75 19 9	
MUNSTER SCHOOL FARM, CO. CORK:		
Salaries and Allowances of Agriculturist, &c., and Maintenance of Resident Agricultural Pupils, ... £593 6 6		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 792 2 8		
	1,385 9 2	
TEMPLEDOUGLAS SCHOOL FARM, CO. DONEGAL:		
Salary of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £51 11 8		
Purchase of Live Stock, Seeds, Implements, Labour, Rent, and General Expenditure, ... 148 18 6		
	200 10 2	
Carried forward, . . .	10,339 18 8	39,554 7 11

Receipts and Disbursements.

ACCOUNT of RECEIPTS

CHARGE.	£ s. d.	£ s. d.
Brought forward, . .	5,069 0 0	386,398 5 5
RECEIPTS FOR SALES—*continued.*		
WOODSTOCK SCHOOL FARM, CO. KILKENNY: (Amount per Agriculturist in charge, for Rent, one year to 1st May, 1863), ...	8 14 0	5,077 14 0
Carried forward, . .	—	391,475 19 5

and DISBURSEMENTS—*continued.*

Receipts and Disbursements.

DISCHARGE.	£ s. d.	£ s. d.
Brought forward, . .	10,339 18 8	39,554 7 11
EXPENDITURE—*continued.*		
WOODSTOCK SCHOOL FARM, CO. KILKENNY: Allowance of Agriculturist and Wages to an Industrial Class, &c., ...	16 9 0	
DUNLEWY AGRICULTURAL SCHOOL, CO. DONEGAL: General Expenditure, ...	4 0 0	
		10,360 7 8
MISCELLANEOUS EXPENDITURE, AGRICULTURAL DEPARTMENT:		
SALARIES TO TEACHERS of SCHOOLS connected with SCHOOL-FARMS of the First Class (under Local Management), Maintenance of Agricultural Pupils, and Payments to INDUSTRIAL Classes, . . .	555 4 10	
DITTO TO TEACHERS of SCHOOLS connected with ordinary SCHOOL-FARMS, and Payments to INDUSTRIAL Classes, ...	229 19 10	
GRATUITIES TO AGRICULTURAL TEACHERS connected with WORKHOUSE SCHOOLS, . . .	139 5 0	
SALARIES AND TRAVELLING EXPENSES OF AGRICULTURAL INSPECTOR and AGRICULTURAL SUB-INSPECTORS, &c., ...	1,194 4 0	
		2,118 13 8
SALARIES, GRATUITIES, &c., TO TEACHERS AND MONITORS:		
SALARIES TO PRINCIPAL TEACHERS IN ORDINARY NATIONAL SCHOOLS, ...	142,610 4 11	
DITTO TO ASSISTANTS in Ditto, .	22,831 3 3	
DITTO TO WORKMISTRESSES Ditto, .	7,420 15 6	
DITTO TO PAID MONITORS Ditto, .	18,430 0 1	
DITTO TO TEACHERS IN EVENING SCHOOLS, . .	993 5 4	
DITTO, and ALLOWANCES TO TEACHERS ORGANIZING NATIONAL SCHOOLS, ...	1,125 2 0	
PREMIUMS TO TEACHERS IN NATIONAL SCHOOLS for the encouragement of ORDER and NEATNESS, . .	1,123 0 0	
SUPPLEMENTAL OR GOOD SERVICE SALARIES, . .	2,506 5 0	
GRATUITIES TO TEACHERS FOR LITERARY INSTRUCTION in P. L. U. NATIONAL SCHOOLS, ...	381 10 0	
DITTO TO PRINCIPAL TEACHERS OF NATIONAL SCHOOLS, for training Young Persons for Offices of TEACHER, PUPIL-TEACHER, &c., ...	4,815 0 10	
SPECIAL GRATUITIES TO TEACHERS OF NATIONAL SCHOOLS, on retiring from service, ...	2,092 16 8	
COMMISSION ON POST OFFICE ORDERS FOR PAYMENT OF TEACHERS' SALARIES, &c., ...	1,304 14 6	
		205,633 18 1
TRAVELLING ALLOWANCES TO TEACHERS AND MONITORS of NATIONAL SCHOOLS attending Examinations held by the Head and District Inspectors, ...	—	2,204 2 5
PAYMENTS from "*The Private Contribution Fund*," .	—	2 5 0
Carried forward, . .	—	259,873 14 9

COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND.

Right Hon. Lord Bellew.
Rev. Dr. Henry.
Right Hon. Alexander Macdonnell.
The Marquess of Kildare.
Right Hon. the Lord Chancellor (Brady).
Robert Andrews, Esq., Q.C.
James Gibson, Esq.
The Lord Bishop of Derry and Raphoe.
Hon. Judge Longfield.
Right Hon. the Attorney-General (O'Hagan).
Right Hon. the Earl of Dunraven.
The Lord Chief Justice of Court of Common Pleas (Monahan).
The Lord Chief Baron (Pigot).
The Solicitor-General (Lawson).
Rev. John Hall.
Laurence Waldron, Esq., M.P.
John Lentaigne, Esq.
John O'Hagan, Esq.
Hon. Thomas Preston, D.L.
Right Hon. Justice Fitzgerald.

APPENDICES

TO THE

THIRTIETH REPORT

OF

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

(1863.)

APPENDIX A.

Appendix A.

Rules and Regulations of the Commissioners of National Education in Ireland.

Rules and Regulations of Commissioners.

Part I.

Part I.

I.—Object and Fundamental Principle of the System of National Education. § I.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their officers, are to be allowed to visit and examine the schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

II. *Management of National Schools.* § II.

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a School is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the

Appendix A.

Rules and Regulations of Commissioners.

PART I. § II.

Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as Local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a Local Manager, ought to notify to the Commissioners whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

§ III.

III. *Description of Schools to which Commissioners grant aid.*

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, which are vested in the Commissioners, or were vested previously to the incorporation of the Board, in Trustees, for the purpose of being permanently maintained as National Schools; 2ndly, Non-Vested Schools, which are the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, Literary and Agricultural, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that in Schools attended by females, instruction shall be given (if practicable) in plain needlework.

§ IV.

IV. *Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. The Teacher must, immediately before the commencement of religious instruction, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be carefully laid aside, at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on in the same apartment, during school hours,* simultaneously with religious instruction.

8. In Schools, towards the building of which the Commissioners have contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at convenient times to be appointed for that purpose.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room;* but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

In such Schools, the Commissioners do not insist that opportunities shall be afforded (as in the case of Vested Schools) for religious instruction being given *in the School-room*, by such Pastors, or other persons as shall be approved by the parents or guardians of children.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *more than once* at *an intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. The secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

Appendix A.

Rules and Regulations of Commissioners.

PART I. § IV.

regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be his or her duty, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such School, *forthwith* to notify the same to the parent or guardian of such child on, and by, a Form to be furnished by the Commissioners.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

21. In Schools in which Industrial instruction is the *chief* object, the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

§ V.

V. *Use of School-houses.*

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community, or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship;* nor will the Commissioners sanction the *transfer* of an existing School to a place of worship, even for a temporary period.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively, for the education* of the children attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business *whatsoever* be transacted therein.

§ VI.

VI. *Use of Books or Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any other books than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book

of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children.

In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of the books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Rom. ch. xii. v. 17), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another." He taught them to love even their enemies, to bless those that curse them, and pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, "when he was reviled, reviled not again." (1 Pet. ch. ii. v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply to the matter contained in the common School-books, in the Scripture Lessons, in the Book of Sacred Poetry, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VII. *Appointment and Dismissal of Teachers.* § VII.

1. The local Patrons or Managers of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons or Managers have also the power of removing the Teachers of their own authority. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of

Appendix A.
Rules and Regulations of Commissioners.
Part I. § VII.

loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or (except in the case of Convent Schools) member of any religious order, can be recognised as the Teacher of a National School.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation, that will impede, or interfere with, their usefulness as Teachers. Teachers of National Schools are specially forbidden to keep public-houses, or houses for the sale of spirituous liquors.

4. Should the Commissioners consider any Teacher in a vested School unfit for his office, or otherwise objectionable, they will require that he be dismissed, and another provided: in Non-Vested Schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

§ VIII.

VIII. *Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers (as stated in § II.); the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public he is to make such previous arrangements with the local Patrons or Managers as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with a view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

§ IX.

IX. *Admission of Visitors.*

1. The public generally must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Every Teacher of a National School is to receive courteously Visitors of all denominations, to afford them free access to the School-room, and full liberty to examine the Register, Daily Report Book, and Class Rolls;

to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but the Teachers are not required to permit any person to interrupt the business of the School, by asking questions of children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an Inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. Every Teacher is required to have his Visitors' or Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the District is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person, communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

X. *Miscellaneous.*

1. When any School is received by the Commissioners into connexion with them, the inscription "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the Commissioners, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction the inscription of any title of a *denominational character*, or which may appear to them to indicate that the School is one belonging to any particular religious body. The Commissioners, however, do not object to the terms, Male, Female, or Infant: or to the proper local designation of the city, town, parish, street, village, or townland, in which the School may be situated; or to the name of the founder being stated on the inscription.

2. Patrons and Managers are permitted to close their respective Schools for a reasonable time or times during the year, subject to the interference of the Commissioners in case of abuse.

3. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

4. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever be affixed thereto.

5. The Commissioners regard the attendance of any of their Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

6. The Commissioners require that a copy of Part I. of their Rules, on a Form to be furnished by them, shall be suspended in every National School-room.

PART II.—DIFFERENT CLASSES OF NATIONAL SCHOOLS.

I. *District and Minor Model Schools.*

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of District Model Schools are to promote united

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education; to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of Teacher.

3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the District and Minor Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

§ II.

II. *Agricultural Schools.*

1. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

2. Agricultural Schools consist of two classes, First Class and Ordinary.

3. First Class Agricultural Schools are divided into two classes—viz., those under the exclusive control of the Commissioners, and those under local Patrons.

4. In all First Class Agricultural Schools the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

§ III.

III. *First Class School-Farms under the exclusive control of the Commissioners.*

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the Farm.

§ IV.

IV. *First Class School-Farms under Local Patrons.*

1. *Where the Premises are Vested.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners free of rent.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Where the Premises are Non-Vested.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners grant the usual salary to the Master, according to his class, as a literary Teacher, and an additional sum of £10 a-year for his services as Agriculturist. They contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

V. *Ordinary Agricultural Schools.*

1. This class of Schools consists of Ordinary National Schools (either Vested or Non-Vested), to which a small farm (from one to three acres) is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners is an addition of £5 a-year to the class salary of the Teacher, and in some special cases, a small weekly payment to an industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied from the reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

VI. *Agricultural Schools connected with Workhouses.** § VI.

1. In Workhouse Schools to which farms are attached, the Commissioners award to the Agricultural Teacher a gratuity, not exceeding £15 in one year, and make a free grant of books on Agriculture. These gratuities and grants are awarded on the recommendation of the Agricultural Inspectors.

VII. *School Gardens.* § VII.

1. The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

VIII. *Industrial Schools.* § VIII.

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an industrial department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

IX. *Convent Schools.* § IX.

1. Convent Schools receive aid under the conditions applicable to Non-Vested Schools, and they are subject to the same rules and regulations.

2. The members of the community may discharge the office of Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community.

* The Commissioners have ceased giving assistance to School Farms of this description.

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3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

Part II. § X.

X. *Workhouse Schools.*

1. Such Schools are received into connexion, and grants of books made thereto, on condition that they shall be subject to inspection by the Commissioners, or their officers, and that all the rules of the Board applicable to Non-Vested Schools be faithfully observed.

2. The Commissioners award annual gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

§ XI.

XI. *Schools attached to Prisons, Asylums, &c.*

Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers.

§ XII.

XII. *Evening Schools.*

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary and books.

Part III.

Part III.

§ I.

I. Conditions upon which Aid is granted towards Building School-houses; towards Payment of Teachers' Salaries.—Classification of Teachers.—Scale of Salaries to Teachers, Monitors, &c.—General Regulations respecting the Training of Teachers, &c., &c.

1. The Commissioners of National Education grant aid under two general heads, viz.:—

First. Towards building School-houses and providing suitable fittings and furniture. In such cases the Commissioners also grant aid towards the payment of Teachers, supply of books, &c., as hereafter explained.

Secondly. Towards the support and maintenance of Schools established by local parties, without any assistance from the Commissioners towards the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves the right to withdraw any grant of salary or books, whenever they see fit.

§ II.

II. *Building (Vested Schools).*

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed to the Commissioners in their corporate capacity; and that the applicant parties are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site be for a School in a rural district, and be within three statute miles of a School-house, towards the erection of which the Commissioners have contributed aid, no grant can be made.

3. Although the Commissioners do not absolutely refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

4. The School premises must be vested in the Commissioners, at a nominal rent, and for such term, under the circumstances, as they may deem necessary.

5. The Commissioners will keep in repair the School-house and furniture, where the premises are vested in them in their corporate capacity.

6. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

7. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.*

8. No grant can be made until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

9. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

10. The Commissioners cannot, in any case, sanction more than two-thirds of the sum which they may deem necessary for the erection of the School-house (including furniture, &c.); and they invariably require that the remaining one-third, at least, shall be locally provided for.

11. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

12. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

13. The Commissioners do not contribute to the ornamenting of School-houses, but merely to such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of a another description be preferred, the whole of the extra expense must be provided by the applicants.

14. The Commissioners do not contribute towards the expense of erecting residences for the Teachers.

15. The Commissioners do not make grants to purchase School-houses, nor to purchase, alter, or furnish other houses, for the purpose of being converted into School-houses.

III. *Aids to Schools previously established.* § III.

(*Such Schools come under the class of "Non-Vested Schools." See* PART I., *Sec.* 3.)

1. The aid granted to Schools previously established is limited to salary and books, and the benefits of inspection and training.

2. The Commissioners do not contribute towards repairs, fittings, furniture; or to the rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's salary, in addition to the School fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a report upon all the circumstances of the case.

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5. To entitle a School to a continuance of aid, the house and furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the records of the School that there is a sufficient average daily attendance of pupils.

6. In mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion by the Commissioners, under a male or female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such a change.

7. When a school has been taken into connexion, as a School for Males, or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

§ IV.

IV. *Workhouse Schools and Schools attached to Prisons.*

(*See* PART II., *Sections* 10 *&* 11.)

V.

V. *Classification and Salaries of Teachers, Monitors, &c.*

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes :—

The class in which each Teacher is ranked depends upon his or her qualifications, as determined after examination by the Professors, or by the Inspectors.

All Teachers, on first entering the service of the Board, or who have not been classed, are termed Probationers.

There are also Assistant-Teachers, Teachers of Needlework, Paid Monitors.

2. The Commissioners have determined upon a course of study for each class, in which the Teachers are to be examined, as a test of their fitness for promotion.

3. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

4. No Teacher will be admitted to examination with a view to promotion, on whose School a decidedly unfavourable report has been made by the District Inspector within the previous year.

5. Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that the junior classes are carefully taught, and that a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of Reading, Spelling, and Writing, are possessed of a respectable amount of knowledge in, at least, Grammar, Geography, and Arithmetic. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

6. It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

7. The Head and District Inspectors are authorized to recommend that such Teachers be removed, fined, or lowered in their classification, as may

have conducted themselves improperly, or in whose Schools the attendance has considerably decreased, or who, from any other cause, may seem to these officers to merit such punishment.

8. All Teachers who have not been classed will be paid as Probationers, until they be classed at the first General or Special Examination, to which they shall have been summoned. Those who then obtain classification will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to any Teachers who, when summoned, shall fail, from any cause whatever, to present themselves for examination. No unclassed Teacher shall receive salary from the Board until he or she have been examined, and pronounced qualified by one of their officers. If pronounced unqualified, no salary will be paid.

9. All Teachers, not previously classed, who shall be summoned to a course of training, are to undergo a preliminary examination on their arrival in Dublin; and if then classed, shall receive the benefit of *such classification*, from the date of appointment to the date of the termination of the course of training; and they will receive the benefit of any promotion obtained at their second classification at the termination of the course, from the latter date.

10. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the commencement of the quarter in which their classification shall be determined.

11. Teachers who, after their first examination, have been retained on trial as probationers, if not recommended for promotion by the Head or District Inspectors, at the next ensuing examination, or by the Professors, after training, cannot be continued in the service of the Board; but their salaries will be paid for one month subsequent to the date of dismissal.

12. All Teachers newly appointed to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed from the School; but salary will be paid, at the rate of a Probationer, up to the date of the order for removal.

13. If a Teacher who has been dismissed from any National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher. Teachers who may be dismissed for incompetency shall not be eligible for re-appointment for at *least six months* after the date of his or her dismissal.

14. If a Teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in, previous to quitting the service of the Board.

15. The Pupil-Teachers of District Model Schools, on taking charge of National Schools, after the completion of their course of training, shall rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first General or Special Examination held after their appointment, in the district in which their Schools are situated, when they will be paid according to their classification, from the date of such examination.

16. All Teachers must remain at least one year in a lower division of any class, before they are eligible for promotion to a higher division; and they must remain two years in the same class before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments may be advanced from any division of one class to any division of another after their first classification (except untrained Teachers who cannot be placed in the first class) without being required to pass through the intermediate divisions: such promotion to date from the 1st of April in the year in which the examinations are held.

17. This regulation does not apply to Teachers who may be promoted on the recommendation of the Professors at the termination of their course of training.

18. No Teachers can be raised to any division of the First Class, unless

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they shall have been trained at the Normal School of the Commissioners, and recommended for promotion by the Professors.

19. Trained Teachers, except at their own request, and with the sanction of the District Inspector, will not be required to attend any examination that may be held during the three years subsequent to the date of their classification by the Professors at the expiration of the course of training.

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20. National Teachers, forty-five years of age and upwards, who have served under the Board for a period of not less than fifteen years, or Teachers who have attained fifty years of age, and served not less than ten years, will not be required to attend any examination, provided they have been already examined and classed by the Professors, or by the Inspectors.

21. Teachers who may have absented themselves without satisfactory reason assigned, from the examinations of previous years, will be liable to be dismissed should they not present themselves when again summoned.

22. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

§ VI.

VI. *Scale of Salaries to Teachers, Monitors, &c.*

1. *Ordinary National Schools.*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers:—	Males.	Females.				
First Class, 1st Division,	£52	£42	average attendance to be at least 35.			
First Class, 2nd „	44	36				
First Class, 3rd „	38	30				
Second Class, 1st Division,	32	26	do.	do.	do.	30.
Second Class, 2nd „	28	24				
Third Class, 1st Division,	24	20	do.	do.	do.	25.
Third Class, 2nd „	18	16				
Probationers,	15	14	do.	do.	do.	20.
Male Assistants:—						
Unclassed,	15	—	do.	do.	do.	60.
If classed 3^2,	18	—				
If classed 3^1, or higher,	24	—	do.	do.	do.	65.
Female Assistants in Girls' and Mixed Schools:—						
Unclassed,	—	14	do.	do.	do.	50.
If classed 3^2,	—	16				
If classed 3^1, or higher,	—	20	do.	do.	do.	55.
Workmistresses:—						
As Teachers of Needlework only,	—	8	do.	do.	do.	45.
Acting also as Junior Literary Assistants,	—	14				

In Schools where the average attendance amounts to 15, and is under 20, the Teacher is allowed only two-thirds of Probationary Salary; but to Schools whose average attendance falls below 15, aid from the Board is limited to Books and Apparatus, and the benefits of Inspection and Training.

In Schools where the average attendance amounts to 110, salary of classification up to 2^1 will be allowed to the first or Senior Assistant.

2. The Commissioners require that a further income be secured to the Teachers, either by Local Subscription or School-fees, to such amount in each case as they may direct; and the Commissioners also require that the payments made by the Children shall not be diminished in consequence of any increase of salary which may be awarded to the Teacher.

2. *First Class School-Farms under exclusive control of the Board.*

Teachers of Agricultural Schools under the exclusive control of the Board, receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

3. *First-Class School-Farms under Local Patrons.*

Masters of Agricultural Schools under Local Patrons, who are competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases such Teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

4. *Ordinary School-Farms.*

Masters of Ordinary Agricultural Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

5. *Assistant Teachers.*

1. The Commissioners will not grant a salary to a male Assistant Teacher in any School in which there is not an average daily attendance of at least sixty pupils for three months previous to the date of application; nor to a female Assistant, unless there appears an average attendance of at least fifty, during a similar period. In Schools whose respective average attendances do not rise considerably above these, and which are already provided with Paid Monitors, Assistants cannot be recognised by the Board.

2. Assistant Teachers will not be sanctioned whose qualifications are not at least equal to those required of Probationers, or who are under eighteen years of age.

6. *Workmistresses.*

1. The Commissioners will not grant salary to Workmistresses, unless there be a sufficient average daily attendance of pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

2. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers:" any increase of salary granted under this regulation is not to have a retrospective effect.

3. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary Department, but also to give instruction in Needlework; but if the average daily attendance of girls exceed fifty, for a period of three months, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

7. *Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it, subject to the conditions set forth in Part II., sec. 8.

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8. *Schools connected with Convents, Monasteries, &c.*

1. In Schools of this description, salary is paid according to a per centage on the average daily attendance :—

Average Attendance.				Salary. £
30	to	50	Increase at £20 per cent.	10
51	„	75		15
76	„	100		20
101	„	125		25
126	„	150		30
151	„	175		35
176	„	200		40
201	„	225		45
226	„	250		50
251	„	275		55
276	„	300		60

Average Attendance.				Salary. £ s.
301	to	325	Increase at £17 per cent.	64 5
326	„	350		68 10
351	„	375		72 15
376	„	400		77 0
401	„	425		81 5
426	„	450		85 10
451	„	475		89 15
476	„	500		94 0
501	„	525		98 5
526	„	550		102 10
551	„	575		106 15
576	„	600		111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

9. *Paid Monitors.*

SALARIES.

Senior Monitors.		*Junior Monitors.*	
For the First Year,	£5	For the First Year,	£2
For the Second Year,	£6	For the Second Year,	£3
For the Third Year,	£8	For the Third Year,	£4
For the Fourth Year,	£10		

1. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

2. No Manager of a National School need employ the services of a Paid Monitor, unless he wishes to do so.

3. The appointment of a Junior Paid Monitor cannot be held for a longer period than THREE YEARS, nor that of a Senior Paid Monitor for more than FOUR YEARS, at the expiration of which the salary will be discontinued.

4. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or should any other circumstance render such a course desirable.

5. The Commissioners select the Schools (on the recommendation of the Inspectors) in which the services of Paid Monitors may be employed.

6. When a vacancy occurs, whether before or after the expiration of their term of service, it does not necessarily follow that a successor shall be appointed in the same School.

7. The School for which a Paid Monitor is recommended by an Inspector should exhibit a tolerable degree of efficiency, should have a sufficient average attendance to require a Paid Monitor; but no School whose Teacher does not rank at least in 3^1 Class can get the benefit of the services of a Junior Monitor, nor can any School whose Teacher ranks not at least in 2^2 Class be allowed services of Senior Monitor.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, as candidates for the situation of Assistant Teachers, or of Pupil-Teachers in District Model Schools.

10. *Scale of Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

2. The gratuities are divided into two classes:—

For Male Teachers,	First Class, .	Twenty	at the rate of £6	a-year each.
	Second Class, .	Twenty	„ £4	„
For Female Teachers,	First Class, .	Twenty	„ £5	„
	Second Class, .	Twenty	„ £3	„

3. The awards are made half-yearly, for the periods ending 31st March, and 30th September.

4. It is to be understood that such gratuities are given in *addition* to the salaries paid to the Teachers of Workhouse Schools, under the provisions of the Poor Law Act.

5. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half year, is not thereby *entitled* to the payment of another for the succeeding half year.

6. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

11. *Gratuities to Agricultural Teachers of Workhouse Schools.**

The Commissioners award annual gratuities to Agricultural Teachers of Workhouse Schools, not exceeding £15 to each, on conditions stated in Part II., Sec. 6.

These gratuities are granted on the recommendation of the Agricultural Inspectors.

12. *Scale of Premiums to Masters and Mistresses of National Schools, Vested and Non-Vested, who are most distinguished by the Order, Neatness, and Cleanliness observable in themselves, their pupils, and in the School-houses.*

1. The sum of £22 10*s.* will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4 . . .	£4	Five of £1 10*s.* . .	£7 10*s.*
Two of £3 . . .	£6	Five of £1 . . .	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession, or who shall be in receipt of Good Service Salary.

4. These Premiums will be awarded without reference to the Class in which the Teachers may be placed; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

13. *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to

* The Commissioners have now ceased to award such gratuities.

Appendix A.

Rules and Regulations of Commissioners.

PART III. § VI.

£100, should he be reported faithful and efficient in the discharge of his duties.*

The head mistress to receive £55† per annum, and after three years' service to rise by £2 10*s.* per annum, on the same condition as in the case of males, and until the salary amount to £75 a-year.

Principals, both males and females, enjoy also one-half the school fees received in their respective departments.

14. *Scale of Salaries and Allowances to Assistant Masters and Mistresses in District Model Schools.*

An assistant master to receive his class salary, one-fourth of the school-fees, and a supplemental salary of £16 per annum.

An assistant mistress to receive her class salary, one-fourth of the school-fees, and a supplemental salary of £12 per annum.

The maximum of the class and supplemental salaries to be £58 a-year for a master and £46 a-year for a mistress.

The grant of such supplemental salaries to be contingent upon the report of the Head and District Inspectors.

15. *Scale of Salaries to Paid Monitors in Model Schools.*

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

16. *Allowances to Teachers of District Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

The head master or mistress to be allowed £10 annually, but to be paid for teaching only *one* of these subjects.

The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	8
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

These allowances to be contingent upon the report of the Head and District Inspectors.

17. *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

An annual gratuity not exceeding 30*s.* may be awarded to pupil-teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30*s.* a quarter, as reward for good conduct, &c.

These gratuities are granted on the recommendation of the Head and District Inspectors.

* In case of head masters of Model Schools residence is provided, or in lieu thereof, allowance for house rent.

† This includes £20 a-year for lodging allowance.

18. *Scale of Supplemental or Good Service Salaries to Teachers of Ordinary National Schools.*

Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions:—

1. That the teacher ranks not lower than First division of Third Class.
2. That the average attendance at his school amounts to thirty-five at least.
3. That teacher has given not less than eight years' service under Board, period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.
4. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.
5. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.
6. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.
7. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

MALES.									FEMALES.								
Of Class	After Good Service of								Of Class	After Good Service of							
	8 Years.			12 Years.			17 Years.			8 Years.			12 Years.			17 Years.	
	£	s.	d.	£	s.	d.	£	s.		£	s.	d.	£	s.	d.	£	s. d.
III[1]	3	0	0	4	0	0	6	0	III[1]	2	0	0	3	0	0	5	0 0
II[2]	4	0	0	5	0	0	7	0	II[2]	3	0	0	4	0	0	6	0 0
II[1]	5	0	0	6	0	0	8	0	II[1]	4	0	0	5	0	0	6	10 0
I[3]	6	0	0	7	10	0	9	10	I[3]	4	10	0	5	10	0	7	10 0
I[2]	7	0	0	8	10	0	11	0	I[2]	6	0	0	7	0	0	9	0 0
I[1]	8	0	0	11	0	0	13	0	I[1]	7	0	0	9	0	0	11	0 0

19. *Allowances to Teachers of Ordinary National Schools for Teaching Drawing, Singing, and Navigation.*

To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a school of art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

To every teacher of a National School possessing a certificate of competency from the masters of the Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance

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Rules and Regulations of Commissioners.

PART III. § VI.

of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

20. *Gratuities to Teachers for instructing Paid Monitors.**

		£	s.	d.
Senior Monitors,	For each monitor of 1st year, a gratuity of	1	0	0
	do. of 2nd year do.	1	10	0
	do. of 3rd or 4th year, do.	3	0	0
Junior Monitors,	For each junior monitor a gratuity of	1	0	0

21. *Gratuities to Teachers of Organized Schools who give Extra Instruction to a Staff of Unpaid Monitors.**

A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by Inspector or organizer.

No gratuity can be awarded unless the answering of the class of monitors be found superior, and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during time of such special instruction.

Teachers must also, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

22. *Gratuities to Teachers for Training Schoolmasters.**

For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

The conditions to be observed in regard to the gratuities are—

I. That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

II. That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

III. That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

IV. That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

23. *Gratuities to Teachers from whose Schools shall proceed eligible Candidates for the office of Pupil-Teacher in Model Schools.**

A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

The conditions to be observed in regard to these gratuities are—

I. That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

II. That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

III. That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

VII. *Training of Teachers.*

1. The Commissioners have provided a Normal Establishment in Dublin for training teachers, and educating persons who are intended to undertake the charge of schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a certificate of good character from an officiating Clergyman of the community to which they belong; also, a certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must pass through an examination in the books published by the Commissioners. They are boarded and lodged at the establishments provided by the Commissioners for the purpose. They receive religious instruction from their respective Pastors, who attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The teachers undergo a final examination at the close of the course, and they then receive a certificate according to their deserts. The teachers for a considerable time previous to their being summoned are required to prepare themselves for the course.

3. During the absence of the recognised teacher, a temporary teacher must be provided to take charge of the school, who is to be paid a portion of the salary falling due to the recognised teacher during his or her attendance at the Normal Establishment.

4. Should any teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will be required to return home at their own expense. No teacher can be admitted who has not had the Small-pock or been vaccinated.

5. The teachers trained in the Normal Institution are divided into three classes, namely:—

First—The General or Ordinary Class, composed of teachers (males or females) of National Schools who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of teachers (males or females) who have been selected from the Ordinary or General Class, for additional training.

Third—The Candidate or *Extern* Class is composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as teachers according to their merits and qualifications. Permission is also given to teachers of schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

VIII. *Books.*

1. The Commissioners furnish gratuitously to each school a first Stock of School-Books, in proportion to the attendance of Children, which is renewed at the end of every three years. These books are to be kept as a School Stock, for which the Master or Mistress is held responsible, and they are on no account to be sold or taken out of the school. The Commissioners also supply Books from time to time for the general use of the Children, and also School Requisites, such as Paper, Slates, Quills, &c., at reduced rates.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the school. Any additional books, and maps, stationery, slates, clocks, and other requisites, must be purchased at reduced rates.

The value of the grant of Free Stock is regulated by the average daily attendance of pupils, as ascertained from the reports of the Inspectors.

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Rules and Regulations of Commissioners.

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The Managers of Schools have the privilege of selecting their grants of Free Stock from the *whole* list of books supplied by the Commissioners, and are at liberty to choose such of them as they most approve of, and to omit any to which they object, except in case of a *first Free Stock*, when the Commissioners require that a map of the world and a set each of spelling and arithmetical tablets shall be procured.

4. When books, &c., purchased from the Commissioners at the reduced price are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

5. Books published by the Commissioners of National Education:—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Do., No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do. do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.
Book-keeping.
Key to do.
Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.
Lectures on Natural Philosophy.
Scripture Lessons (Old Test.), No. 1.
Do. do., No 2.
Do. (New Test.), No. 1.
Do. do., No. 2.
Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do., with Specimens.

6. Books not published, but sanctioned by the Commissioners of National Education:—

Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Dr. Hodges' Agricultural Chemistry.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household work for Female Servants.
Patterson's First Steps to Zoology, Part I.
Do. Do., Part II.
Do. Zoology for Schools, Part I.
Do. do., Part II.
Dr. Thomson's Treatise on Arithmetic.
Do. Key to do.
Do. Elements of Euclid, Part I.
Do. do., Part II.
Do. Introduction to Algebra.
Arithmetical Table Book.
Hullah's Manual.

7. THE COMMISSIONERS WILL NOT WITHDRAW, OR ESSENTIALLY ALTER ANY BOOK THAT HAS BEEN, OR SHALL BE HEREAFTER, UNANIMOUSLY PUBLISHED OR SANCTIONED BY THEM, WITHOUT A PREVIOUS COMMUNICATION WITH THE LORD LIEUTENANT.

8. All applications for Books and Requisites at reduced prices must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of JAMES KELLY, Esq., or WILLIAM M°CREEDY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

9. Cheques or Money Orders drawn on Country Banks cannot be received in payment for Books.

10. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the person applying for the same; but if the sum exceeds TEN

SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

11. The Patron or Manager should not sign any Application for Books and Requisites without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Books or Stationery has been ordered for a National School.

12. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

13. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depôt of the District in which the School for which the Books are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depôt of any other District if more convenient; but in the latter case, the Inspector, not knowing the Managers of any Schools out of his District, cannot give notice.

14. Or the Parcel will be forwarded to any place nearest to the Manager's residence to which there is a mode of conveyance. In this case the Manager must point out the precise mode of conveyance by which the Parcel is to be transmitted, and he must also defray the cost of carriage.

15. When Parcels are forwarded to the Depôt of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

16. The Manager is required to send to the Depôt on the day appointed by the Inspector for delivery of Parcels, a Messenger, who must present the order on the Inspector, with which the Manager will be furnished; and which order the Inspectors are required to transmit to this Office as a proof of the delivery of the Parcels.

17. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

18. The Commissioners do not supply Books or requisites to the public, or to Schools not connected with the Board of National Education.

IX. *Miscellaneous.*

§ IX.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, under any of the foregoing heads, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms upon which their application must be laid before the Commissioners.

2. Applicants for assistance are not to understand that the Commissioners are bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood that they do not hold themselves bound to grant aid unless application shall have been made to them in the first instance on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

5. No attention can be paid to "anonymous" communications.

6. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other officer or person connected with the Board.

Appendix A.

Rules and Regulations of Commissioners.

PART III. § IX.

7. All letters, &c., to be directed as under.*

* *The Secretaries,*

Education Office,

Marlborough Street,

Dublin.

Correspondents are requested to attend to the following directions, viz.:—

1. To write at the head of any letter addressed to this Office the name of the School referred to, and the county in which it is situated.
2. To make communications on different subjects in separate letters.
3. To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.
4. In replying to an official letter, to quote its number and date.
5. It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

By order of the Commissioners of National Education,

JAMES KELLY,
WILLIAM M'CREEDY, } *Secretaries.*

Education Office, Dublin,
1863.

APPENDIX B.

Annual Reports upon the District and Minor Model Schools.

The Commissioners, while publishing the General Reports of their Head Inspectors, desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain.

No. 1.—Annual Report of James Patten, Esq., ll.d., t.c.d., Head Inspector, and William R. Molloy, Esq., District Inspector, on the Belfast District Model National School, for the year 1863.

Gentlemen,—We are happy to be able to report in the most favourable terms of the progress of the Belfast Model School during the past year.

The following table exhibits the classification, according to Lesson Books, of the total number of pupils on the rolls during 1863 :—

	Boys.	Girls.	Infants.	Total.
Book I.,	–	–	348	348
„ II.,	383	220	183	786
Sequels,	253	234	27	514
Book III.,	268	171	–	439
„ IV., and higher,	325	167	–	492
Total,	1,229	792	558	2,579

Religious Denominations of the 2,579 Pupils on Rolls :—

	Boys.	Girls.	Infants.	Total.
Established Church,	276	177	120	573
Roman Catholic,	312	138	168	618
Presbyterian,	529	387	223	1,139
Others,	112	90	47	249
Total,	1,229	792	558	2,579

These numbers refer exclusively to the *day schools* of the institution. The total number on the rolls of the various departments, including the evening school, was 2,805 for the year, with an average attendance of 1,215 pupils.

It will be observed by these statistics that the day schools continue to maintain their high position, both as regards the number of pupils—which was higher during the past year than in any year since the establishment of the school—and the mixed (religious) character of the attendance.

The Average Number on Rolls, the Average Daily Attendance, and the Centesimal Proportion of the latter to the former; also, the amount of School Fees received, and Requisites sold to the Pupils in each department, for the year 1863, were as follows :—

	Boys.	Girls.	Infants.	Total.
Average number on rolls,	614·5	432·9	311·9	1359·3
Average daily attendance,	532·6	353·7	260·4	1146·7
Per centage,	86·7	81·7	83·	84·4
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received,	332 19 8	233 11 4	126 19 8	693 10 8
School requisites sold,	68 14 6	46 17 10½	9 14 8	125 7 0½

Appendix B.

Reports on District and Minor Model Schools.

Belfast.

The progress made by this Model School during the last four years in every one of the particulars indicated in these headings will be evident from a glance at the following figures :—

	1860.	1861.	1862.	1863.
Average number of pupils on rolls,	1122·7	1152·4	1337·5	1359·3
Average daily attendance,	906·	961·	1126·	1146·7
Per centage,	80·	83·4	84·2	84·4
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received,	469 7 2	490 11 11	640 15 3	693 10 8
School requisites sold,	99 9 11¾	100 19 11¼	121 14 6	125 7 0½

No change whatever has been made in the arrangements as to time for the *separate* religious instruction of the pupils.

They are the same as determined on by the clergymen of the different denominations at the opening of the school in 1857, and appear to be satisfactory to the parents and guardians of the pupils, whose confidence as to the safety of their children in a religious point of view has undergone no diminution. That religious instruction receives the attention which its paramount importance demands may be inferred from the fact that, while the time devoted to the *united secular* instruction of the pupils in all their literary subjects amounted, on an average, for the three departments, to 689 hours during the year 1863, as many as 155 hours were spent in their *separate* religious instruction. The remainder of the pupils' time being distributed thus:—playground exercises, 148 hours; vocal music, 110 hours; drawing, 124 hours; and in girls' school, needlework and female industry, 132 hours.

The *evening classes* for the instruction of adults in reading, writing, arithmetic, bookkeeping, and such branches of the physical sciences as are applicable to the trade and manufactures of Belfast—also the *extra classes* in drawing, vocal music, French, and navigation—continue to be satisfactorily conducted. A considerable number of the teachers connected with the ordinary town schools attended the classes in vocal music, drawing, and navigation; so that, as a supplemental source of *training*, these extra classes have proved highly beneficial.

The Commissioners, in their "Rules and Regulations" (part II., sec. 1, par. 2), state that the chief objects of District Model Schools are—to promote united education; to exhibit the most improved methods of literary and scientific instruction; and to train young persons for the office of Teacher. And these objects are set forth in detail in the following terms, in the inaugural address delivered by Mr. Keenan, then Head Inspector, at the opening of the Belfast Model School, in May, 1857:—"District Model School is a title which to many persons is more familiar than well understood. . . . . In the strict sense of the term, as educationists define it, a Model School is one in which there is reasonable excellence in all these respects (structure, organization, system, &c.), and which, in addition, is either attached to an institution for the training of young teachers, or is itself, along with being an elementary school, a seminary for the same purpose. It is in the latter signification that this (Belfast) is a Model School; for while the Commissioners desire to render it as perfect and effective for the education of children as the most recent improvements in the art of schoolkeeping will enable them, a special object they have had in view in establishing it is to train up young persons to the teaching profession, and to afford opportunities of observation and training to those who are already exercising the functions of the teacher. . . . . The training feature of a District Model School consists in its pupil-teacher and monitress system. We educate the pupil-teachers, board

and lodge them for a year, and, in cases of distinguished merit, for two years. The monitresses we educate in a course of instruction which extends to four years. . . . . The pupil-teachers and monitresses will receive a sound education in literature and science, and at the same time undergo an extensive course of training in the practical details of their future profession. They are to receive instruction upon the art of teaching, upon the organization of schools, upon the government of children, upon method, and the science of education generally; and no sooner will such knowledge be acquired, than it will be reduced to practice in the schoolroom."

These objects have been fully attained here, as the following statement will show. During the past year eleven pupils were appointed teachers in ordinary National Schools; twenty-one pupils became monitors (eleven of these in Model Schools), and two became pupil-teachers. Three monitors, one monitress, and eleven pupil-teachers, took charge of National Schools. Four pupil-teachers and one monitress received appointments from the Commissioners as assistant teachers in other Model Schools, while as many as five assistants in this Model School were selected for the important office of *Principal* in the Ballymoney, Omagh, Sligo, Lurgan, and Enniscorthy Model Schools.

Similarly, in the previous year, seven of the assistants became head teachers of Model Schools, making a total of twelve in the limited period of two years.

The number of young persons prepared in the Belfast Model School for the office of teacher, in the year 1861, was *sixty-three;* in 1862, *seventy-six;* and in 1863, *fifty-four;* or on an average *sixty four* each year. Thus it appears that while all the District Model Schools throughout Ireland are said to furnish annually about 130 teachers for National Schools, one-half of this number has, on an average, for the past three years, been supplied by the Belfast Model School alone—or about one-tenth of the entire number (estimated at 700) of new teachers required annually for schools under the Board.

The following tables exhibit the literary classification, average ages, and rates of payment of the pupils on the rolls of the three departments of the day schools, at the time of the annual public examinations.

The following is the classification of the children on the rolls for the week ended 6th December, 1863 :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Geography—*con.*			
Book I.,	–	–	127	From Text Books :			
„ II.,	220	109	153	Local,	435	243	24
Sequels,	147	132	24	Mathematical and Physical,	129	109	–
Book III.,	155	111	–				
„ IV.,	75	75	–	Arithmetic :			
„ V.,	54	34	–	Tables *only*,	–	–	127
Total,	651	461	304	Simple Rules,	220	241	177
				Compound Rules,	147	111	–
Grammar :				Proportion,	80	57	–
Parts of Speech *only*,	367	241	177	Practice, Interest, &c.,	204	52	–
Parsing and Syntax,	284	220	–	Mental,	661	461	–
Derivations,	284	220	–				
Composition,	284	220	–	Writing :			
				On Slates *only*,	–	–	304
Geography :				„ Paper,	651	461	–
Lessons on Maps *only*,	87	109	280	From Dictation,	651	461	–

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Reports on District and Minor Model Schools.

Belfast.

Classification of the children on the Rolls—*continued.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Branches for Females:				Extra Branches—*con.*			
Sewing,	–	461	–	Algebra,	129	–	–
Knitting,	–	461	–	Book-keeping,	129	–	–
Netting,	–	34	–	Reasoning,	54	–	–
Embroidery,	–	34	–	Music,	651	461	304
Cutting-out,	–	34	–	Drawing,	651	461	177
Extra Branches:				Physical and Applied Science,	129	–	–
British Poets,	431	109	–				
Mensuration,	129	–	–				
Geometry,	129	–	–	Modern Languages,	50		–

Average age of boys, 11·1; girls, 12·3; infants, 5·6.

Number of Pupils at the different Rates of Payments:

	Boys.	Girls.	Infants.	Total.
At 5*s.* 0*d.* per quarter,	171	109	38	318
„ 2*s.* 6*d.* „	258	227	128	613
„ 1*s.* 1*d.* „	222	125	138	485
Total,	651	461	304	1,416

Before holding the public examination of the school, the classes in the several departments underwent an examination for a lengthened period, in order that we might ascertain the general proficiency in the various subjects of the school course, and select the pupils deserving of premiums. In adjudging the prizes, due consideration was paid to good conduct as well as superiority of answering. The annual public examination was held on the 21st and 22nd of December. The attendance of visitors, as on former occasions of a similar nature, was exceedingly large. The parents and friends of the pupils were present in considerable numbers.

The examination hall was tastefully decorated with flowers, and above the platform was a handsome device, wrought in evergreens, of a harp surmounted by a crown, having at either side the words "God save the Queen," and "Our own green Isle." Specimens of drawing and penmanship executed by the pupils were suspended on the walls, and were much admired by the visitors.

We do not consider it necessary to enter into a detailed description of the proceedings, but content ourselves with observing that the proficiency of the pupils in the several branches of knowledge on which they were examined was fully and satisfactorily tested, while the skilful execution of the rather ambitious programme of music repeatedly elicited the hearty applause of the visitors.

Before distributing the prizes, the Head Inspector made a statement of the more important points in connexion with the statistics of the school, as embodied in a previous part of this report, and explained that such portions only of the school course had been brought under the visitors' notice as were deemed suitable to the ordinary expectations and views of a public audience; that it was open to any of the visitors who might feel so disposed to express an opinion regarding the pupils' answering at the examination. The Rev. Mr. Rogers, Moderator of the General Assembly, and the Rev. Mr. Cather, then spoke at considerable length in the most eulogistic terms of the state of instruction, and of the high position to which the Model School had attained in public estimation.

The prizes, amounting in value to £40, having been handed to the successful competitors, the business of the examination was brought to a close by the pupils singing the National Anthem. At the urgent request of the visitors, three days were added to the usual vacation.

Whether looking to the 2,805 pupils on the rolls of this institution during the year, with an average attendance of 1,215; or to the mixed character of the attendance—22 per cent. being members of the Established Church, 24 per cent. Roman Catholics, 44 per cent. Presbyterians, and 10 per cent. of other denominations; or to the marked success achieved in the training of persons for the office of teacher; we are happy to be able to assure the Commissioners, with the utmost confidence, that the Belfast Model School continues to occupy a pre-eminent position amongst the Model Schools of Ireland.

We are, Gentlemen, your obedient servants,

JAS. PATTEN, Head Inspector.
WILLIAM R. MOLLOY, District Inspector.

The Secretaries, &c.

No. 2.—ANNUAL REPORT of JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and WILLIAM R. MOLLOY, Esq., District Inspector, upon the CARRICKFERGUS MINOR MODEL SCHOOL, for the year 1863. *Carrickfergus.*

GENTLEMEN,—We beg to submit, for the information of the Commissioners, the following Report upon the Carrickfergus Model School, for the year 1863.

In the last Annual Report attention was called to the want of airing sheds for the children during play-time. Towards the close of last year these sheds were constructed by the Board of Works. There are, however, several additions and alterations in connexion with the school building and premises still required, which we have brought under your notice by special letter.

No change has taken place in the arrangements established at the opening of the School in 1861, for the *separate religious instruction* of the children, and they appear to be fully satisfactory to the parents.

The total number of pupils on the rolls of the three departments during 1863, was 359, and their classification according to Lesson Books, was as follows:—

	Boys.	Girls.	Infants.	Total.
Book I.,	–	–	91	91
„ II.,	37	–	30	67
Sequel,	28	56	19	103
Book III.,	25	31	–	56
„ IV. and higher,	32	10	–	42
Total,	122	97	140	359

The religious denominations of the 359 pupils on rolls are exhibited in the subjoined table:—

	Boys.	Girls.	Infants.	Total.
Established Church,	36	22	31	89
Roman Catholic,	7	11	14	32
Presbyterians,	57	46	64	167
Others,	22	18	31	71
Total,	122	97	140	359

We are happy to say that the proportion between the pupils of the

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various denominations on the rolls, as given above, is in fair accordance with that of the population of the county of the town of Carrickfergus :—

The following table exhibits a comparative view of the average number on rolls, the average daily attendance and the centesimal proportion of the latter to the former; also, the amount of school fees received and requisites sold to the pupils in each department, for the years 1861, 1862, and 1863 :—

For Year ending.	Department.	Average Number on Rolls.	Average Daily Attendance	Per-centage.	School Fees received.	School Requisites sold.
					£ s. d.	£ s. d.
31st December, 1861,	Boys,	81·5	73·6	90·3	37 18 6	7 9 2
	Girls,	50·2	45·9	91·4	28 12 6½	3 14 2½
	Infants,	52·5	44·5	85.0	23 14 3½	0 9 2½
	Total,	184·2	164·	–	90 5 4	11 12 7
31st December, 1862,	Boys,	83·2	75·3	90·6	49 5 10	7 10 0
	Girls,	62·9	56·1	89·2	44 19 0	4 12 2½
	Infants,	76·1	66·1	86·3	43 17 8	1 10 8
	Total,	222·2	197·5	–	138 2 6	13 12 10½
31st December, 1863,	Boys,	81·3	72·4	89·1	50 5 1	8 18 2½
	Girls,	56·9	48·4	85·0	41 4 9	5 1 3½
	Infants,	87·7	74·0	84·5	55 13 8	1 13 6½
	Total,	225·9	194·8	–	147 3 6	15 13 0½

It is evident from these statistics that the school has made steady progress in public estimation since its establishment in 1861. The attendance of the infants was larger last year than in the previous year, while that of the girls decreased. The latter circumstance is accounted for by the resignation, in August last, of the highly efficient head teacher of the girls' school, Miss Horne, whose place was not supplied until the close of October. Under the management of her successor, Miss Lester, who was formerly connected with the Belfast and Ballymoney Model Schools, we are confident the girls' department will speedily resume its former position.

The literary classification, average age, and rates of payments of the pupils on the rolls at the time of the public examination, in December, were as follows :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books :				Grammar :			
Book I.,	–	–	40	Parts of Speech *only*,	8	–	49
„ II.,	8	–	24	Parsing and Syntax,	68	42	–
Sequels,	14	14	25	Derivations,	68	41	–
Book III.,	20	17	–	Composition,	54	35	–
„ IV.,	26	11	–				
„ V.,	8	–	–	Geography :			
				Lessons on Maps *only*,	8	–	64
Total,	76	42	89				
				From Text Books :			
				Local,	68	42	25
Scripture Lessons,	76	42	–	Mathematical and			
Sacred Poetry,	76	42	–	Physical,	54	28	–

Classification of the Pupils on the Rolls—*continued.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Arithmetic:				Branches for Females—*con.*			
Tables *only*,	–	–	40	Embroidery,	–	3	–
Simple Rules,	8	7	49	Cutting out,	–	11	–
Compound Rules,	18	7	–				
Proportion,	16	17	–	Extra Branches:			
Practice, Interest, &c.,	34	11	–	British Poets,	34	28	–
Mental,	76	42	–	Mensuration,	34	–	–
				Geometry,	24	–	–
Writing:				Algebra,	24	–	–
On Slates *only*,	–	–	66	Book-keeping,	24	–	–
„ Paper,	76	42	23	Trigonometry,	24	–	–
From Dictation,	76	42	–	Navigation,	16	–	–
				Music,	76	42	89
Branches for Females:				Drawing,	76	42	89
Sewing,	–	42	–	Physical and Applied Science,	25	–	–
Knitting,	–	42	–				
Netting,	–	4	–				

Average age of boys, 12·1; girls, 13·8; infants, 6·2.

Rates of payment:—

	Boys.	Girls.	Infants.
At 5*s.* 0*d.* per quarter,	27	20	32
„ 2*s.* 6*d.* „	36	19	42
„ 1*s.* 1*d.* „	13	3	15
Total on the rolls,	76	42	89

Prior to the public examination all the classes of the three departments were closely examined by us—in boys' and girls' schools, chiefly by written exercises—in order to ascertain not only the respective merits of the individual pupils, but also their general progress and the efficiency of the instruction imparted. The results, we are happy to say, were of a very satisfactory nature.

On the 15th December the public examination was held in the infants' school-room, which had been tastefully decorated for the occasion by the head teachers. Mottoes appropriate to the season were suspended from the walls; the whole presenting a scene artistically beautiful. For a considerable time before the hour fixed for the commencement of the examination the room was crowded to inconvenience by the parents and friends of the pupils, and the respectable families of the neighbourhood who were interested in the success of the institution. The examination commenced at half-past ten o'clock, and did not terminate till near four o'clock, and comprised the following branches:—Natural History, Animal Kingdom (boys' junior division); Natural History, Vegetable Kingdom, (infants'); Reading and English Literature, (senior girls'); Elements of Geography (infants'); Reading, Physical Geography, Arithmetic and Mensuration, (senior boys'); Geography of British Empire (senior girls'); Mechanics, Hydrostatics, Chemistry, (senior boys').

The proficiency in drawing, as tested in the presence of the visitors by the pupils sketching natural objects with much skill and despatch, elicited expressions of approval. While the examination of the senior boys in arithmetic and mensuration was proceeding, three of the visitors proposed several questions to the pupils, and the quickness and accuracy displayed in their solution challenged the warmest commendation. The ready and intelligent answering of the infants, the superior style of reading of the girls, and the examination of the physical science class afforded complete satisfaction. At intervals during the

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examination, several songs were sung by the pupils in a very pleasing manner.

The examination having concluded, the prizes, amounting in value to £10, allocated by us at the preliminary special examination, were then handed to the successful competitors; also a large silver medal, given by the Head Inspector for superior proficiency in Physical Science. The medal was awarded to Henry Carleton Sproule.

Before separating, the audience was addressed by J. M. Birnie, Esq., J.P., Rev. G. J. Payne, Rector of Kilroot, Rev. J. Warrick, Rev. J. Whyte, and W. E. Batwell, Esq., who expressed in the warmest terms their opinions of the excellence of the instruction imparted to the pupils of this institution, as displayed at the public examination.

In conclusion we beg to report that the different departments of the Carrickfergus Model School are efficiently conducted, and that the establishment enjoys the full confidence of the public.

We are, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.
WILLIAM R. MOLLOY, District Inspector.

The Secretaries.

Lurgan.

No. 3.—ANNUAL REPORT of JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and WILLIAM R. MOLLOY, Esq., District Inspector, upon the LURGAN MINOR MODEL SCHOOL, for 1863.

GENTLEMEN,—We beg to submit for the information of the Commissioners the following Report upon the Lurgan Minor Model School, which was opened for public instruction in March, 1863.

The school building occupies a site near the railway station, and is a beautiful and conspicuous object to travellers by the Ulster Railway. The building is of brick, with stone facings. It consists of three principal rooms, with adjoining class-rooms, lavatories, cap and bonnet rooms. Separated from the boys' school by folding doors is a spacious lecture-room and apartment for chemical apparatus. The Inspector's office is at the entrance of the building, and the basement story is occupied by the caretaker. The space in front has been neatly planted and suitably enclosed. Two play-grounds—one for boys and the other for girls and infants—extend for a considerable distance behind the school. Each covers a space of 270 feet by 120 feet, and has an airing shed under which the children can play in wet or severe weather. The play grounds are quite a feature in this establishment and are, in our opinion, the finest attached to any Model School in Ireland.

As this school is a *Minor* Model, there is no provision for resident pupil-teachers, but the space adjoining the building can readily be made available for the residence of a head teacher and an intern staff whenever the Commissioners may see fit to raise the school to the *status* of *District* Model.

The grants of apparatus and requisites furnished by the Commissioners were conveniently arranged throughout the several rooms by the head teachers under our direction. The supply was, in some respects inadequate, as already notified to you by special letter.

The subjoined extract from the advertisement issued prior to the opening of the school will convey an idea of the course of instruction to be followed:—

"This Institution will embrace departments for boys, girls, and infants, each of which will be under the superintendence of a competent teacher, aided by efficient assistants.

"The course of instruction in the boys' school will include all the branches of a sound mercantile and preparatory scientific education.

"While all the branches appropriate to female education will receive due attention, especial care will be taken to make the girls proficient in the several kinds of needle-work.

"The chief object in the infants' department will be to train the mind to habits of attention and cheerful obedience, and thus to prepare the way for the instruction given in the higher departments. The attendance at the infant school will be restricted to children under the age of seven years.

"Arrangements will be made for affording instruction to all the pupils in vocal music and elementary drawing. Lectures on natural philosophy, illustrated by charts and apparatus, will be delivered by Dr. Clarke, Lecturer on Physical Science to the Commissioners, or by the teachers under his superintendence.

"The rates of payment will be the same as the Commissioners have adopted in the other model schools established by them, viz.:—5*s.*, 2*s.* 6*d.*, and 1*s.* per quarter, regulated in accordance with the circumstances of the parents.

"The gates of the institution will be opened each day at nine o'clock, A.M.; the business will commence at half-past nine, and will terminate at three o'clock.

"On Saturdays, the schools will close at one o'clock.

"A sufficient portion of the school-hours will be set apart daily for separate religious instruction, and every facility will be afforded to the clergy of the different denominations for superintending and directing the religious education of the children of the several flocks."

The principal teachers selected for the several departments were, for the boys' school, Mr. A. Greer, (E.C.,) formerly Head Master of Omagh Model School; for the girls' school, Mrs. E. Campbell (R.C.,) formerly Head Mistress of Ballymena Model School; and for the infants' school, Miss M. Kennedy, formerly connected with the Belfast Model Infants' School. The subordinate teachers, also, were persons of experience in other schools. Inconvenience has been felt during the year, especially in the boys' department, owing to the insufficient staff of monitors appointed. The attention of the Commissioners has been called to this subject.

Arrangements as to time and school-rooms for the *separate religious instruction* of the pupils were made by the Established Church, Presbyterian and Wesleyan Clergymen, who were present at the opening of the school. No clergyman of the Roman Catholic Church attends for the purpose, but the children of that denomination receive religious instruction from the Roman Catholic teachers connected with the school. Half an hour each morning is set apart for religious instruction on each of the first four days of the week, and one hour on Friday.

The school was opened by us on the 2nd March, without any formal ceremony, in the presence of Lady Lurgan, Very Rev. Dr. Knox, Vicar-General of Down and Connor, Rev. Mr. Knox, Rev. L. E. Berkely, Rev. J. G. Clarke, J. Hancock, esq., J.P., and a considerable number of the residents of the town and neighbourhood. Lord Lurgan was prevented by indisposition from attending. It was not thought necessary on the occasion to deliver any address explanatory of the objects contemplated by the Commissioners in the establishment of model schools, as this had been already done in the case of the Belfast, Newtownards and Derry Model Schools. The Head Inspector, however, stated the names and other particulars of the members of the teaching staff, the number of pupils enrolled that morning, and the arrangements made by the clergymen present for the separate religious instruction of the pupils.

The names of ninety-one pupils were enrolled on the day of opening—of these, fifty-one were members of the Established Church; ten

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Lurgan.

were Roman Catholics; twenty-three, Presbyterians; and seven, Wesleyans. At the close of the year it was found that 384 pupils had been enrolled during the ten months the school was in operation, and their classification according to Lesson Books was as follows:—

	Boys.	Girls.	Infants.	Total.
Book I.,	–	–	74	74
Book II.,	50	26	23	99
Sequels,	42	28	–	70
Book III.,	44	22	–	66
Book IV. and higher,	53	22	–	75
Total,	189	98	97	384

Religious Denominations of the 384 pupils on rolls:—

	Boys.	Girls.	Infants.	Total.
Established Church,	110	45	47	202
Roman Catholic,	21	6	7	34
Presbyterians,	42	32	34	108
Others,	16	15	9	40
Total,	189	98	97	384

The average number on rolls, the average daily attendance, and the centesimal proportion of the latter to the former, also the amount of school fees received and requisites sold to the pupils in each department for the ten months ending 31st December, are exhibited in the following table:—

	Boys.	Girls.	Infants.	Total.
Average on rolls,	119·3	75·7	56·6	251·6
Average daily attendance,	103·7	54·8	48·8	207·3
Per-centage,	86·9	73·3	86·2	82·3
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received,	53 3 1	32 8 9	25 19 4	111 11 2
School requisites sold,	12 17 11	6 17 6½	0 8 3	19 13 8½

The literary classification of the pupils on the rolls of the three departments at the close of 1863, with the average ages and rates of payment were as follows.

Literary Classification of Pupils on the Rolls.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Geography:			
Book I.,	–	–	58	Lessons on Maps *only*,	–	–	76
„ II.,	37	14	18	From Text-Books:			
Sequels,	31	17	–	Local,	137	31	–
Book III.,	30	23	–	Mathematical,	–	38	–
„ IV.,	39	15	–	Physical,	137	38	–
Total,	137	69	76	Arithmetic:			
				Tables *only*,	–	–	58
				Simple Rules,	37	31	18
Grammar:				Compound Rules,	31	23	–
Parts of Speech *only*,	68	31	18	Proportion,	12	15	–
Parsing and Syntax,	69	38	–	Practice, Interest, &c.,	57	15	–
Derivations,	69	38	–	Mental,	137	69	–
Composition,	69	38	–				

Literary Classification of Pupils on the Rolls—*continued.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Writing:				Extra Branches:			
On Slates *only*, . .	–	–	76	British Poets, . .	69	28	–
„ Paper, . . .	137	69	–	Mensuration, . .	39	–	–
From Dictation, .	137	69	–	Algebra, . . .	39	–	–
				Book-keeping, . .	39	–	–
Branches for Females:				Music, . . .	137	69	76
Sewing, . . .	–	69	–	Drawing, . . .	137	69	76
Knitting, . . .	–	69	–	Physical and Applied			
Netting, . . .	–	69	–	Science, . . .	39	–	–
Embroidery, . .	–	69	–				

Average age of boys, 11·3; girls, 12·1; infants, 5·2.

Rates of payment—

	Boys.	Girls.	Infants.
At 5*s.* per quarter, ...	35	23	21
„ 2*s.* 6*d.* „	71	36	24
„ 1*s.* „	28	10	31
Free, ...	3	–	–
	137	69	76

After the day schools had been about four months in operation a memorial was forwarded to the Commissioners by the leading manufacturers and residents of Lurgan, soliciting the establishment of an *evening* department in connexion with the model school. The Commissioners were pleased to transmit the memorial to us, and in accordance with our report thereon, arrangements were made for the opening of an evening school on 1st of October, to be conducted by the principal teacher of the day school, aided by competent assistants, and to be attended exclusively by young men.

The names of sixty-one pupils were entered on the rolls of the evening school during the quarter ended 31st December, and the average attendance each evening for the same period was 40·1. In consequence of delay on the part of the Board of Works in providing gas-fittings, considerable inconvenience was experienced by the teachers.

In conclusion we beg to say that we have every reason to be satisfied with the progress of the Lurgan Model School since its establishment, and with the zeal and attention displayed by the teachers of the several departments. In consequence of the comparatively short period during which the school was in operation, we did not deem it expedient to hold a public examination at the close of the year.

We are, Gentlemen, your obedient servants,

James Patten, Head Inspector.
William R. Molloy, District Inspector.

The Secretaries, &c.

Appendix B. Reports on District and Minor Model Schools.

No. 4.—Annual Report of James Patten, Esq., ll.d., t.c.d., Head Inspector, and John Dowling, Esq., District Inspector, upon the Monaghan Minor Model School, for the year 1863.

29th February, 1864.

Monaghan.

Gentlemen,—In presenting our report on the Monaghan Minor Model School for the year 1863, we have the satisfaction of stating that in all respects the working of the establishment continues to be characterized by increasing efficiency. The attendance of pupils has been well maintained, the different classes and religious denominations in the town and neighbourhood are fully represented on the rolls of the school, and the impartial regulations under which the business is carried on continue to meet with the cordial approval of the pupils' parents, and of the public generally.

The institution, though little more than two years in operation, has already attained to a high position in the estimation of the public. It attracts pupils, not only from the neighbourhood of the town, to the distance of many miles, but also from many places in distant parts of the county, and even from adjoining counties. The expense incurred by parents in the latter cases, in payment for their children's board in the town of Monaghan, is a proof of the high value they attach to the education obtainable at these schools.

The staff of teachers appointed at the opening of the schools, in October, 1861, has since remained unchanged. It is composed of three principal teachers, one for each department, and two assistants. The high qualifications possessed by these persons, and the devotedness with which they discharge their respective duties, cannot be too highly praised. They are assisted by paid monitors, of whom six are attached to the boys' school, and seven to the girls' and infant schools. The admirable training received by these young persons during their four years' term of service must be an excellent preparation for the office of teacher, which, it is expected, they will all hereafter embrace. The strictest attention is paid to their instruction in all the subjects prescribed by the Commissioners, and in methods of teaching, during and outside school-hours.

The course of instruction imparted in the schools embraces all the branches of a first-class English education, including the extra branches of drawing, vocal music, and physical science. The arrangements for the religious instruction of the pupils are similar to those in force in other model schools. The teachers instruct the pupils of their respective religious persuasions on each of four days in the week, and on the fifth day the clergymen of each denomination are invited to attend, for the purpose of instructing and catechising on the week's work. The clergymen of the Established and Presbyterian Churches have been regularly attending during the year, but no Roman Catholic clergyman has attended on any occasion.

The number of children on the rolls and the number in daily attendance has varied very little since the schools were first opened.

The following table exhibits the nature of the attendance for the past two years :—

		Boys.	Girls.	Infants.	Total.
Average number on Rolls,	1862,	101	80	43	224
	1863,	97	86	44	227
Average number present,	1862,	88	69	39	196
	1863,	79	74	35	188

The attendance, though slightly smaller in the past than in the year preceding it, has considerably increased since the commencement of the present year, and is now as high as at any former time.

The religious denomination of the pupils on the roll at the close of the year 1863 is exhibited by the following table:—

	Boys.	Girls.	Infants.	Total.
Established Church,	27	22	14	63
Roman Catholics,	35	25	12	72
Presbyterians,	25	33	14	72
Others,	2	–	–	2
Total,	89	80	40	209

The numbers paying the different rates of school fees are shown in the following table:—

	Boys.	Girls.	Infants.	Total.
5*s.* per quarter,	48	29	8	85
2*s.* 6*d.* „	24	33	17	74
1*s.* 1*d.* „	17	18	15	50

The total amount of school fees paid during the year was £140 18*s.* 4*d.*—namely, £66 1*s.* 11*d.* in boys' school, £53 0*s.* 7*d.* in girls' school, and £21 15*s.* 10*d.* in infants' school.

The annual public examination of the pupils was held on the 23rd of December, and was attended by a large and respectable concourse of visitors, including the parents of most of the pupils, the families of many of the gentry and professional gentlemen in the neighbourhood, and the clergymen of various denominations. For many days preceding the examination before the public, the pupils of each department had been minutely examined by the District Inspector on all the subjects of the school course, with a view to determine the distribution of the premiums accorded by the Commissioners. On the public examination day the teachers alone examined, the visitors being thus afforded an opportunity of observing the manner of teaching and examining adopted by those officers. The result of the examination was highly satisfactory, and exhibited, as compared with the examination of the previous year, a very considerable amount of progress. The proficiency in every subject had advanced, but more especially in reading and arithmetic on the part of the girls, and in physical science and mathematical subjects on the part of the boys. Many of the drawings executed by the pupils were displayed on the walls of the examination-room, and afforded evidence of much merit. The penmanship of the boys and girls, and the plain and ornamental work done by the latter, were arranged on the desks of their respective school-rooms. The visitors appeared to be highly pleased with the result of the examination.

We have the honour to be, Gentlemen, your obedient servants,

James Patten, Head Inspector.
John Dowling, District Inspector.

The Secretaries, &c.

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Reports on District and Minor Model Schools.

Newtownards.

No. 5.—Annual Report of James Patten, Esq., ll.d., t.c.d., Head Inspector, and A. T. Osborne, Esq., District Inspector, on the Newtownards District Model National School, for the year 1863.

Gentlemen,—We beg to submit this joint report on the Newtownards Model School for the year 1863.

The buildings, &c., remain the same as at last report, except that the drawing class-room, which was then unoccupied and unfurnished, has been fitted up with appropriate desks and shelving, and has been very effectively used since its completion, although it is quite too small to be fully available. As this room is so situated as to preclude the possibility of its enlargement, we venture to recommend that a proper drawing class-room should be built at the end of the boys' school-room, and separated from it by a movable partition, which could be taken away on the occasion of the public examination of the pupils, so as to make some further accommodation for the visitors, who manifest such an interest in the proceedings as to crowd the rooms to an excess which is a great inconvenience at the public examination, and interferes with their own comfort.

We regret that the piece of ground taken by the Commissioners on the opposite side of the road, in front of the model school, remains unenclosed, and, of course, unformed, and instead of being an ornament it is the very reverse. We hope that some means will shortly be taken to have this ground enclosed, and laid out for ornamentation, as was at first intended.

We are glad to report that, as an educational institute, the Newtownards Model School has amply realized the anticipations of success, in which we indulged in our last report.

The increase of attendance may be seen from the following table :—

		Boys.	Girls.	Infants.	Total.
Average number on rolls,	1862,	164·4	105·4	72·4	342·2
	1863,	199·6	133·8	95·3	428·7
Average daily attendance,	1862,	153·7	95·4	63·4	312 5
	1863,	177	113·4	80·9	371·3

There has been an increase of 18·8 per cent., although in the town of Newtownards there is a diminishing population and diminished means, owing to the falling away of the two branches of occupation (sewing and weaving) by which the inhabitants of this town have hitherto been principally maintained.

We are confident that if the population and material circumstances of the town were the same as when the building was projected and commenced, we would now have a number of applications for admission far exceeding the limits of accommodation.

The following table shows the state of the rolls for the year 1863 :—

	Boys.	Girls.	Infants.	Total.
Number on rolls, 1st January, 1863,	176	107	73	356
Number admitted during year ended 31st December, 1863, excluding re-admissions,	126	102	75	363
Struck off during year 1863, deducting left and returned,	104	82	56	303
Number on rolls 31st December, 1863,	198	127	92	417
Proportion of average attendance to 100 pupils on rolls,	88·6	84·7	84·8	86·6

Fifty-seven boys of those struck off have entered on the business of life; fifteen boys have left this part of the country; fifteen left on account of illness; eight have gone to other schools—most of these came a considerable distance, and were not able to continue, owing to fatigue;

six have left with a prospect of returning; and in three cases the cause is unknown. *Appendix B.*

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Forty-eight of the girls struck off have entered on business; sixteen have left on account of illness; eight have removed to other parts of the country; and ten have gone to other schools, chiefly owing to the distance of their residence being too great to admit of their travelling regularly and comfortably to the model school.

Newtownards.

Of the pupils stated above as having entered on business, nine boys and six girls have been appointed teachers, assistants, pupil-teachers, or monitors, either in this model school, or in ordinary National schools.

The following tables exhibit the classification of the pupils and the rates of payment.

Classification of pupils on rolls, 31st December, 1863:—

	Boys.	Girls.	Infants.	Total.
Book I.,	–	–	58	58
„ II.,	14	11	26	51
Sequel I.,	24	24	8	56
„ II.,	36	18	–	54
Book III.,	72	50	–	122
„ IV.,	32	24	–	56
„ V.,	20	–	–	20
Total,	198	127	92	417

Rates of payment of above pupils:—

	Boys.	Girls.	Infants.	Total.
At 1*s.* 1*d.* per quarter,	80	33	37	150
„ 2*s.* 6*d.* „	64	48	31	143
„ 5*s.* „	54	46	24	124
Total,	198	127	92	417

The numbers of the various religious denominations are as follows, and fairly represent the proportions of the different denominations in the town and neighbourhood:—

	Boys.	Girls.	Infants.	Total.
Established Church,	11	8	6	25
Roman Catholic,	5	7	2	14
Presbyterian,	164	98	76	338
Others,	18	14	8	40
Total,	198	127	92	417

Amount of school fees received and requisites sold during the year 1863:—

	Boys.			Girls.			Infants.			Total.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Fees received,	108	0	1	70	6	6	49	10	4	227	16	11
Requisites sold,	24	2	8¾	11	2	7½	1	18	11¼	37	4	3½

From a review of these tables it will be seen that the Newtownards Model School has already attained a high position of efficiency, and that it has increased since its opening in popular favour, as shown in the extent to which the public of all denominations have availed themselves of its benefits, and has, by its practical results, exhibited its value as a very effective agent and instrument of popular education.

Religious Instruction.—The arrangements for religious instruction continue the same as at last report. Clergymen of all denominations, except the Roman Catholic, attend for an hour on Saturday, to give special religious instruction to the children of their different denominations. On the other week days, for half an hour, separate religious instruction is given to the children by the teachers of their own denomi-

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nation. In the case of the Roman Catholic pupils this duty is performed by Miss Collins, Mr. Toomey, and Miss Jennings.

Teachers.—We have much pleasure in reporting the exemplary conduct of the entire staff of teachers and assistants during the year, and the zeal, diligence, and faithfulness with which they continue to discharge their important and onerous duties. During the year one assistant teacher in the infant department was withdrawn from the school, and the loss of her services is much felt.

Pupil-Teachers and Monitors.—The conduct of these young persons is most praiseworthy. They devote themselves ardently to their own study and improvement, and are painstaking, attentive, and faithful in the discharge of their duties, to an extent we have never seen surpassed by this class of assistants. The head master reports most favourably of the moral conduct and propriety of demeanour of the resident pupil-teachers, and we entertain great hope of their ultimate success in life, and of the value of the service they will hereafter return to the public for the expense of their education and training.

State of House, &c.—The cleanliness, neatness, and order manifested in every department of the house and premises are extremely creditable to Mr. and Mrs. Harbison, and the latter especially merits much praise for the very efficient and satisfactory manner in which she conducts the whole of the domestic arrangements.

Visitors.—During the year the schools and building have been visited and inspected by several parties of note and distinction from different parts of the country, as well as from England and Scotland. Among others, by Lord Dufferin and Clandeboye, Lord John Hay, Hugh Montgomery, esq., Lady Charlotte Montgomery, Lady Amelia Montgomery, Dr. Cross, Dublin: Charles Andrews, esq., Dublin; J. Temple Reilly, esq., Galway, and C. N. D'Arcy, esq., Galway; A. H. Montgomery, esq., Tyrella; and Lieutenant-Colonel Montgomery, and the Rev. President Henry, of Queen's College, Belfast, and Commissioner of National Education. All these persons have expressed the very highest opinion of the establishment, not only in its educational departments, but in all its domestic and general arrangements. The last named gentleman especially, has, in the annexed letter to the District Inspector, which he desires to have placed in the visitors' book as a permanent record of his estimate of the institution, expressed himself in terms the most flattering and satisfactory:—

"Donaghadee, 26th August, 1863.

"My dear Sir,—Allow me to place a record in your hands of the impression which has been left on my mind by having recently paid two visits to the Newtownards Model School.

"My first visit in your absence was a short one; but owing to my quick and practised eye in regard to educational establishments, I left the school perfectly satisfied that under your supervision every department is in a thoroughly efficient condition.

"At my second visit when you were present, I had an opportunity of hearing a number of the classes examined by the admirable head teachers in the various schools; and so highly was I delighted with the answering of the pupils, and with the whole tone of discipline that pervades every department from the infant school upwards, that I wish you to convey to the members of the most efficient *corps*—male and female—over whom you preside, the expression of my high satisfaction at finding the expectations of the Commissioners, which led to their appointment, severally, so perfectly realized.

"I think it is impossible to find in any model school of the kind, higher perfection than exists in that of Newtownards; and whilst you have the government of most zealous and able teachers, I cannot but attribute to you, to your conciliatory spirit, to your wise and judicious arrangements, and the unflagging interest you take in every person and matter connected with the school, much of the great success which ranks it in no secondary place for a new establishment, and, as far as its numbers go, to any model school I have ever visited.

"I am, my dear sir, yours very faithfully,

"P. Shuldham Henry.

"To A. T. Osborne, esq., District Inspector, National Schools."

PUBLIC EXAMINATION.

After due notice in the ordinary journals we held the public examination of the pupils on the 7th and 8th October.

We had a very large and respectable audience, including Lord Dufferin and Clandeboye; Hugh Montgomery, esq.; Lady Charlotte Montgomery; different clergymen of the town and neighbourhood, representing all the religious denominations except the Roman Catholic; a considerable number of the respectable merchants, and residents in the town, and farmers in the neighbourhood, and a large number of the parents of the children. The boys' school-room, the largest in the building, in which we assembled the children for examination, was tastefully fitted up for the occasion, and was crowded to excess by the visitors—so much so that many persons who came a great distance to hear the examination could not get into the school-room at all, and we had many complaints from all sides, and especially from the gentlemen who attended as reporters for the public press, complaining of the limited accommodation, and the great discomfort occasioned thereby to the visitors and friends of the institution.

We have been strongly urged to represent to the Commissioners the necessity of making better provision on the next occasion for the admission of visitors.

In our joint report on the school we have pointed out how this may be done without any considerable expense or inconvenience to the business of the school.

The Commissioners placed at our disposal £15, to be expended in premiums to the pupils, and this sum we distributed over the different classes and branches, according to their merit and importance, and after a careful individual examination of every pupil in the entire course of instruction, which occupied more than two weeks.

Of this private and full examination we think it right to speak critically and particularly, rather than of the public one, which was meant more for the satisfaction of the parents, and as a mere sample of the nature and value of the education which this institution furnishes.

The public examination was conducted in the same manner as on the last occasion, and both the examiners and the pupils acquitted themselves to our entire satisfaction, and to the evident delight and gratification of the very large number of visitors who on both days crowded the school-rooms.

The chief interest, as before, was felt in the examination of the infants, and the performances of the singing classes, under Mr. Washington; but to a large proportion of the audience the examination of the classes in arithmetic, geography, natural history, mathematical branches, and physical science was highly interesting and satisfactory.

Specimens of needlework, penmanship, and drawing were exhibited around the walls, as at last examination, and afforded much gratification to the visitors, who inspected them carefully, and in many instances critically.

Nothing could be more favourable than the impression left on the public mind by this examination, and it would have expressed itself warmly and readily, but that the Head Inspector deemed it injudicious to invite public speeches.

The proceedings were brought to a close by the singing of the National Anthem, in which the entire audience joined.

We now address ourselves to the results of the private examination.

Boys' School.—In this school the general answering was very good,

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The whole of the fourth and fifth classes, calculating the entire course of examination, answered about 60 per cent., in many cases above 80 per cent., and in some above 90 per cent.

The lower classes did not answer so well, but in some cases pupils in these classes answered 80 per cent.

The different branches of instruction are evidently carefully taught, but special attention seems to have been given to arithmetic, mathematical branches, and physical science. Mr. Greer's class answered exceedingly well on galvanism, electricity, and magnetism.

The penmanship in this school was not equal to the specimens exhibited last year, and we have called the teachers' attention to the necessity of exercising a better supervision over the pupils, and more care in the exhibition of copies, and the prosecution of a uniform method.

Girls' School.—The general answering was, on the whole, not so high in this school as the boys', but in the third and fourth classes it reached, in a number of cases, above 90 per cent.

The reading is much improved since last examination, being rendered with more ease, correctness, and grace of enunciation.

In grammar, geography, and lesson books a fair proficiency has been attained.

In the "Spelling Book Superseded" and arithmetic special attention to the production of higher results must be put forth by the teachers and responded to by the pupils. The penmanship is satisfactory, and the writing from dictation fair.

Infants' School.—There are no classes in this school above Sequel, and the private examination extended only to the prescribed programme for the first, second, and Sequel classes.

Everything that can be done for the literary instruction of such pupils in this department as are capable of receiving it appears to be done by the earnest, patient, and competent teachers who have charge of the infants' school.

The gallery lessons are well conceived, admirably given, and fairly appreciated and retained by the pupils, but over and above the intellectual culture which the pupils receive here there is an amount of moral and æsthetical training, and discipline, which is of the highest value.

The tone of the school is excellent; there is a cheerful and happy spirit amongst the children; they answer questions with alacrity and intelligence; sing all their little songs with taste and animation, and perform all their exercises with readiness and precision, and submit themselves willingly and entirely to the regulations and discipline of the school. Several removals have taken place during the year from this department to the boys' and girls' schools.

The accompanying tables show the proficiency of the boys' and girls' schools in the form of a qualitative analysis, or numerical return.

Table of Proficiency in Boys' School, 1863.

Learning	Total No. examined.	Proficiency.	Number.	Proportion per cent. to total No. examined.	Total per centage.
Reading,	191	Able to read Second Book correctly,	40	20·9	95·2
		„ Third Book, or higher books,	142	74·3	
Grammar,	191	Acquainted with parts of speech only,	63	32·9	78·9
		Able to parse syntactically,	88	46	
Geography,	191	Acquainted with Map of the World,	57	29·8	76·8
		„ „ Europe and Ireland,	61	34·5	
		Able to answer on General Course of Geography,	24	12·5	
Writing from dictation,	151	Able to write from dictation with tolerable accuracy,	64	42·3	93·2
		Able to write from dictation with ease and freedom,	77	50·9	
Arithmetic,	191	Able to set down accurately any number of not more than seven places,	162	84·8	
		Able to work correctly a sum in Subtraction,	166	86·9	
		Able to work correctly a sum in Division of Money,	116	60·7	
		Able to work correctly questions in Proportion and Practice,	93	48·6	
Writing,	191	Able to write on paper fairly,	106	55·4	91·
		„ „ with ease and freedom,	68	35·6	
Mensuration,	45	Mensuration,	34	75·5	
Geometry,	44	Geometry,	40	90·9	
Algebra,	44	Algebra,	40	90·9	
Logic,	11	Logic,	10	90·9	
Physical science,	42	Physical Science,	31	73·7	

Table of Proficiency in Girls' School, 1863.

Reading,	127	Able to read Second Book correctly,	27	21·2	99·1
		„ Third Book, or higher books,	99	77·9	
Grammar,	127	Acquainted with parts of speech only,	38	29·9	76·3
		Able to parse syntactically,	59	46·4	
Geography,	127	Acquainted with Map of the World,	35	27·5	80·9
		„ „ Europe and Ireland,	56	44·0	
		Able to answer on General Course of Geography,	12	9·4	
Writing from dictation,	111	Able to write from dictation with tolerable accuracy,	64	57·6	90·
		Able to write from dictation with ease and freedom,	36	32·4	
Arithmetic,	127	Able to set down accurately any number of not more than seven places,	70	55·1	
		Able to work correctly a sum in Subtraction,	107	84·2	
		Able to work correctly a sum in Division of Money,	54	42·5	
		Able to work correctly questions in Proportion and Practice,	29	22·8	
Writing,	127	Able to write on paper fairly,	39	30·7	88·9
		„ „ with ease and freedom,	74	58·2	

Physical Science and Drawing.—The classes in these branches are making very satisfactory progress, and reflect great credit on the efficiency of Mr. Greer's teaching, and the zeal and ability with which

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he conducts these departments of instruction, which are under his especial care.

Needlework.—Miss Watters conducts this department with her usual skill and attention, and the productions of the pupils in the different kinds of plain and fancy needlework are neatly and tastefully executed.

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Drill Master.—Mr. Crangle, in addition to the duties of caretaker and porter, still devotes a portion of his time to the drilling of the pupils in all the departments, with a view to the healthy development and graceful carriage of the body, and such regularity of movement as will contribute to the order and discipline of the schools.

Pupil Teachers and Monitors.—We took an opportunity, before the breaking-up of the schools for the Christmas holidays to examine fully, in both written and oral exercises, the pupil-teachers and paid monitors, and are happy to be able to report most favourably of their general answering.

We are, Gentlemen, your obedient servants,

JAMES PATTEN, Head Inspector.
A. T. OSBORNE, District Inspector.

The Secretaries, &c.

Ballymena. No. 6.—ANNUAL REPORT of JAMES PATTEN, Esq., LL.D., T.C.D., Head Inspector, and JAMES GILLIC, Esq., District Inspector, on the BALLYMENA DISTRICT MODEL SCHOOL, for the year 1863.

GENTLEMEN,—We have the honour to submit, for the information of the Commissioners, our report for the year 1863, on the Ballymena District Model National School.

Mrs. Campbell, principal teacher of the infant school, was transferred early in the year to the female department of the new model school at Lurgan, and Miss Burke, late teacher of Cavan Female National School, was appointed in her place.

Mr. Mooney, late assistant in the boys' school, was succeeded by Mr. Wren, who entered on his duties in March.

The past year shows a very considerable increase in the attendance, especially during the last quarter. The amount of school fees received for that quarter exceeded, by £4 5*s.* 9*d.*, the largest sum ever before received since the opening of the school in 1849. As will be seen from Table V., the numbers of the various religious denominations have increased in proportion to the general attendance.

The following tables will exhibit the attendance under several important heads—namely, number of pupils on rolls, and in average daily attendance for the past year; rates of payments, carefully adjusted to the wants and requirements of the population; amount of school fees received, and requisites sold during the year; the average age of the pupils in the several departments, their religious denominations, and the literary classification of the pupils on the rolls for the last week of the year.

TABLE I.—Attendance for year 1863.

	Boys.	Girls.	Infants.
Average number on rolls for twelve months, ...	75·8	74·5	48·4
Average number in daily attendance for twelve months, . .	65·1	60·	33·3
Centesimal proportion of number in attendance to number on rolls, .	85·8	81·1	68·9

TABLE II.—Showing the Numbers on Rolls at the several Rates of Payment in the last week of December, 1863.

	Boys.	Girls.	Infants.
Number on rolls at 5*s.* per quarter, . .	31	22	9
,, 2*s.* 6*d.* ,, . .	34	36	21
,, 1*s.* 1*d.* ,, . .	26	26	26
Total, . .	91	84	56

TABLE III.—Showing the Amount of School Fees received and Requisites sold during the year 1863.

	Boys.			Girls.			Infants.			Total.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Amount of Fees received, . .	41	16	3	35	4	1	16	7	6	93	7	10
Amount of Requisites sold, . .	11	14	6½	6	5	1½	0	7	8½	18	7	4½

TABLE IV.—Showing the Religious Denominations of the Pupils on Rolls in the last week of December, 1863.

	Boys.	Girls.	Infants.	Total.
Established Church, . . .	13	20	11	44
Roman Catholics, . . .	10	2	3	15
Presbyterians, . . .	67	59	37	163
Dissenters, ...	1	3	5	9

TABLE V.—Showing the Literary Classification of the Pupils on Rolls in the last week of December, 1863.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I., . . .	–	–	39	Simple Rules, . .	23	32	17
,, II., . . .	5	15	17	Compound Rules, . .	22	13	–
Sequel, . . .	18	17	–	Practice, Interest, &c., .	46	39	–
Book III., . . .	22	13	–	Mental, . . .	91	84	–
,, IV., . . .	24	39	–	Writing:			
,, V., . . .	22	–	–	On Slates *only*, . .	1	–	44
Totals, . .	91	84	56	,, Paper, . . .	90	84	12
				From Dictation, . .	90	52	–
Scripture Lessons, . .	81	50	–	Branches for Females:			
Sacred Poetry, . .	81	32	56	Sewing, . . .	–	26	–
Grammar:				Knitting, . . .	–	4	–
Parts of Speech *only*, .	23	32	56	Netting, . . .	–	8	–
Parsing and Syntax, .	68	52	–	Embroidery, . .	–	3	–
Derivations, . . .	46	39	–	Crochet, . . .	–	6	–
Composition, . .	46	39	–	Extra Branches:			
Geography:				British Poets, . .	46	39	–
Lessons on Maps *only*, .	5	15	56	Geometry, . . .	46	–	–
From Text-Books:				Mensuration, . .	46	–	–
Local, . . .	40	30	–	Algebra, . . .	46	–	–
Mathematical and Physical, . . .	46	39	–	Book-keeping, . .	22	–	–
				Reasoning, . . .	22	–	–
				Music, . . .	91	44	56
				Drawing, . . .	68	50	56
Arithmetic:				Physical Science, . .	46	–	–
Tables *only*, . . .	–	–	39				

The annual public examination was held on the 17th December, and was, as usual, very numerously attended. Indeed, visitors at these examinations are seriously inconvenienced for want of room, and on the present occasion many were obliged to leave without having been able to gain access to the school-room.

The middle and junior divisions of the boys' school were first examined, by two pupil-teachers, in lesson books, natural history, spell-

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ing, geography, and arithmetic. These were followed by the junior division of the girls' school, who were exercised on the map of the world and in simple parsing, by a monitress.

Miss Burke, principal of the infant school, next examined her little pupils on object lessons—the silkworm and cotton; followed by the assistant, Miss Chambers, on the map of the world. These exercises were agreeably varied by songs, which the children gave in a most pleasing style.

The boys were then examined in geometry and algebra by one of the pupil-teachers, and acquitted themselves very creditably.

The first part of the programme of vocal music was then gone through.

The girls of the senior division were then exercised by Mrs. Hopkins, head mistress, in reading and writing from dictation, in which they showed marked proficiency. Miss Brown, the assistant, followed with a searching examination on mathematical geography and the theory and practice of arithmetic, with the same results.

Mr. Given, head master, next proceeded to examine the senior division of his department, on the following subjects:—the tides, eclipses, wanderings of the Israelites, arithmetic—theory and practice. The answering on all the subjects was extremely good, and appeared to excite the interest of the audience exceedingly. The assistant, Mr. Wren, then examined the physical science class, on pneumatics, heat, chemistry, and galvanism. The telegraph was shown in action under the management of two pupils, and the message, "A happy new year," successfully transmitted.

Then followed the second part of the programme of vocal music.

The premiums were then distributed by the Head Inspector, who stated that the *private examinations*, held for some days previously, had been entirely successful, and that during the past year the teachers had performed their duties with great zeal and efficiency.

We have the honour to be, Gentlemen, your obedient servants,

James Patten, Head Inspector.
James Gillic, District Inspector.

The Secretaries, &c.

Newry. No. 7.—Annual Report of James Patten, Esq., ll.d., t.c.d., Head Inspector, and James Morell, Esq., District Inspector, on the Newry District Model National School, for the year 1863.

Gentlemen,—We beg to submit this joint report on the Newry Model School for the year 1863.

The building, &c., remains the same as in last report, except that a class-room in connexion with the boys' school has been built. This additional room, in order to carry out the tripartite system of instruction, was very much needed. It will also be found useful at the time of public examinations; for, by means of a folding door, the two rooms—the main school-room and the class-room—can be thrown into one, and then ample accommodation will be provided for the visitors who may attend such examinations.

In October last Mr. Mooney, the assistant, was transferred to the Lurgan Model School, and his place here has been supplied by Mr.

Leonard from that model school. This change has been attended with some inconvenience, for since Mr. Mooney's removal instruction in vocal music, which he conducted, has been given up, as no one in the model school was found competent to teach this subject. We recommend that Mr. Mooney should return to Newry, and Mr. Leonard proceed to Lurgan in his place.

The change of Mr. Mooney to Lurgan was suggested by Dr. Clarke, lecturer on physical science, in order that the assistant in that model school should be enabled to continue the instruction in those branches which had been commenced by Dr. Clarke some four or five weeks previously.

The head master, Mr. Browne, to whose efficiency and zeal the male department is greatly indebted for its present state of proficiency, has recently resigned his situation, having been successful at the competitive examination held at the Castle for the office of Sub-Inspector of National Schools. Mr. Browne being now an Inspector, his place is vacant, and has not yet been filled up. Owing to these circumstances, a slight falling off in the boys' school has taken place; but as a successor to Mr. Browne will be immediately appointed, the school will soon resume its ordinary state of efficiency.

The following table shows, for the year 1863, the average number on the rolls, the average daily attendance, and the centesimal proportion of the former to the latter :—

	Boys.	Girls.	Infants.	Total.
Average Number on Rolls for twelve months,	103·5	83·3	66·7	253·5
Average Daily Attendance for "	84·6	65·4	46·3	196·3
Centesimal Proportion of Average on Rolls to Average Attendance,	81	78·4	69·4	77·4

The following table shows the amount of school fees received and requisites sold in 1862 and 1863 :—

		Boys. £	s.	d.	Girls. £	s.	d.	Infants. £	s.	d.	Total. £	s.	d.
Amount of School Fees received in	1862,	51	10	1	49	15	9	21	8	5½	122	14	3½
	1863,	52	9	2	51	14	7	26	0	9½	130	4	6½
Amount of Requisites sold in	1862,	13	19	10½	7	6	0	0	7	6	21	13	4½
	1863,	13	12	8¼	7	11	0	0	5	7¼	21	9	3½

The following table shows the classification of pupils according to rates of payment :—

	Boys.	Girls.	Infants.	Total.
Number paying 5*s.* per quarter last week of Dec., 1863,	39	45	8	92
" 2*s.* 6*d.* " "	39	24	17	80
" 1*s.* 1*d.* " "	28	12	20	60
Total,	106	81	45	232

The following table shows the religious denominations of pupils on rolls for the last week of December, 1863 :—

	Boys.	Girls.	Infants.	Total.
Established Church,	28	15	11	54
Roman Catholics,	29	17	11	57
Presbyterians,	40	46	19	105
Other Denominations,	9	3	4	16
Total,	106	81	45	232

The following table exhibits the literary classification of pupils for the last week of December, 1863,

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Reports on District and Minor Model Schools.

Newry.

Classification of Pupils.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	2	–	36	Proportion,	15	17	–
„ II.,	25	14	9	Practice, Interest, &c.,	38	22	–
Sequel,	26	27	–	Mental,	106	81	–
Book III.,	33	17	–				
„ IV.,	10	13	–	Writing:			
„ V.,	10	10	–	On Slates *only*,	–	–	12
				„ Paper,	106	81	–
Total,	106	81	45	From Dictation,	106	81	–
Sacred Poetry,	27	14	45	Branches for Females:			
Grammar:				Sewing,	–	21	–
Parts of Speech *only*,	27	14	12	Knitting,	–	18	–
Parsing and Syntax,	79	67	–	Netting,	–	12	–
Derivations,	79	67	–	Embroidery,	–	9	–
Composition,	39	40	–	Cutting-out,	–	21	–
				Extra Branches:			
Geography:				British Poets,	38	–	–
Lessons on Maps *only*,	27	14	45	Mensuration,	38	–	–
From Text-Books:				Geometry,	38	–	–
Local,	40	44	–	Algebra,	38	–	–
Mathematical & Physical,	39	23	–	Book-keeping,	38	–	–
				Reasoning,	38	–	–
Arithmetic:				Music,	25	81	45
Tables *only*,	–	–	36	Drawing,	106	81	–
Simple Rules,	27	14	–	Physical and Applied Science,	38	–	–
Compound Rules,	26	27	–				

Annual Public Examination.—The annual public examination of the pupils was held on the 29th of October last. For some days previously the usual preliminary examination was conducted, on the result of which the premiums given to the deserving pupils were determined. The several classes in each department of the institution were subjected to a strict examination. The answering throughout was very satisfactory—decidedly more so than in any previous year. On the day of the public examination the attendance of visitors was as usual, very large—the boys' school-room, in which the examination was held, being throughout the entire day crowded to inconvenience. Classes from the boys', girls', and infants' schools were examined in turn on almost all the subjects laid down in the school programme. The examination was chiefly conducted by the teacher, pupil-teachers, and paid monitors, and thus the public present had an opportunity of witnessing the teaching power employed in the institution. Occasionally some very testing questions were put by some of the visitors, which, in most instances, were quickly and accurately answered. At intervals during the day, a few of the children, under the direction of the head mistress, Miss M'Quillan, sang some few songs very sweetly. With this part of the day's proceedings all present were greatly pleased. The business of the day was brought to a close by an examination of the physical science class, and by a few interesting and successful experiments connected with this subject. After the premiums had been distributed, several of the gentlemen present expressed themselves highly pleased with the results of the examination, and the high efficiency with which the institution continued to be conducted.

We are, Gentlemen, your obedient servants,

James Patten, Head Inspector.

James Morell, District Inspector.

The Secretaries, &c.

No. 8.—Annual Report by J. G. Fleming, Esq., Head Inspector, upon the Newtownstewart Minor Model School, for the year 1863.

Gentlemen,—I beg to submit for the information of the Commissioners, the following Report upon the Newtownstewart Model School, for the year 1863.

There has been a slight decrease in the attendance, but too trifling in amount to call for special remark or explanation. In all schools the attendance fluctuates to a greater or less extent, owing to disturbing causes wholly beyond the control of managers and teachers, and which being, generally speaking, local in their action, and of temporary duration, in no way seriously affect the prospects and educational usefulness of a *good* public school. The great advantages open to the children of the humbler classes in this and similar institutions, and the rule (strictly enforced) requiring the school fees to be paid in advance, materially contribute to secure punctuality and regularity of attendance. It is to be regretted that this salutary rule has not been adopted, as far as circumstances would allow, by the managers of the ordinary National schools. It would, I think, help to remedy the chronic evils of unpunctual and irregular attendance, which neutralize to so serious an extent the labours of the National teacher.

In the annexed tables will be found the usual information, specifying the character of the pupils' attendance; the amount of school fees received; and the sums received in the boys', girls', and infants' schools respectively, for books and stationery purchased by the pupils during the year ended 31st December, 1863. It appears that the per-centage of average daily attendance to average number on rolls fell very little short of 90·0—a most convincing proof that the schools are appreciated at their full value by parents of pupils.

Table I.

	Boys.	Girls.	Infants.
Average number of pupils on rolls, . .	53·2	51·7	45·9
Average daily attendance, ...	46·4	44·6	41·8
Centesimal proportion of latter to former, .	87·2	86·2	91·0

Table II.—Amount of School Fees received, and Requisites sold:—

	Boys.			Girls.			Infants.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Fees received, .	34	12	2	35	0	0	19	3	6	88	15	8
Requisites sold, .	7	5	8½	5	12	6	1	13	3	14	11	5½

Boys' School.—The course and method of instruction continue in all essential respects unaltered. The more advanced pupils receive instruction in Latin or French, not, however, during the ordinary business of the day as specified in the "time table," but either in the morning, before the school is opened for public instruction, or in the evening, when the teachers' time is again at their own disposal. As young persons attending a model school are exclusively busied during the greater part of the day with the subjects specified in the programme sanctioned by the Commissioners, their progress in extra branches of study must, as a matter of course, be slow and comparatively trifling in amount. They would, however, have been long since withdrawn from the school, but for the opportunity afforded them of learning something of Latin and French. Owing to some misconception, these languages were, for some time, taught within the ordinary school hours; but as the Commissioners declined to sanction such an arrangement, it was at once set aside.

During the past year I had ample opportunity of testing the proficiency of the several classes in all the branches of their prescribed

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Newtownstewart.

course of study. I am accordingly able to state that Mr. Mitchell, the respected head master, has brought his school to the highest possible state of efficiency. The more grown boys read descriptive pieces, and extracts from the "British Poets," with taste and judgment, and a fair appreciation of the writers' meaning, and the progress of the junior classes in reading was proportionately good – facts most creditable to the teacher, as the boys under his instruction were, with few exceptions, country lads, accustomed from childhood to speak in a muttered, indistinct tone of voice. Those only who know what these boys were before they attended this model school, and what they now are, can form a correct estimate of the obstacles their teacher had to surmount, before he succeeded in getting them to read even tolerably well. Writing from dictation, and elementary exercises in composition, constitute a part of each day's business. They are justly regarded by the teacher as only secondary in importance to reading. Of thirty-five pupils tested in these subjects, fifteen wrote some difficult sentences taken from Fourth Class Book with ease and accuracy. The remaining twenty wrote two sentences (of average difficulty) selected from the lesson in Third Book, styled, "Hospitality in Arabia," in a clear, legible, but rather cramp hand, and with comparatively few errors of spelling. The exercises in composition were, generally speaking, a failure; they were characterized by useless repetitions, redundancies, and a poverty of expression which few school boys get rid of until they have read a good deal, and mixed a good deal with the educated classes. The first steps towards remedying this defect must, however, originate with the teacher. In arithmetic the answering was in all respects satisfactory, as may be gathered from the annexed table of proficiency, showing that more than ninety per cent. of the boys belonging to the upper division (by which is meant third, fourth, and fifth class) worked with accuracy and despatch intricate questions in proportion, fractions, practice, or higher rules. This large amount of success has seldom been realized, even in model schools. It speaks very favourably for the teacher, by showing that under his instruction, any boy of moderate abilities, paying tolerable attention to his business, can rapidly master the most advanced rules of arithmetic. He has thus at his disposal a good deal of time, which he is required to devote to mensuration and the higher branches of science. I may here observe that Mr. Mitchell requires his boys to know all the first book, and a portion of the second book of Euclid, before he allows them to begin mensuration. This arrangement works well, and has my hearty approval, as it enables the learner to comprehend the meaning of many rules which he would otherwise rapidly forget. Some excellent teachers, I am aware, hold a different opinion, and set their pupils to work questions in mensuration before they know anything of geometry. But most teachers, qualified to form a sound judgment on this mooted point, do not adopt that course.

The pupils in fourth and fifth classes can parse prose and easy poetry; they can also readily explain the grammatical construction of the sentences, and the roots, prefixes, and affixes of compound words. The Sequel pupils can readily distinguish the parts of speech, and have already acquired a thorough knowledge of the elementary rules and definitions. When qualified to enter third class they will be able to parse short, easy sentences in prose. In geography, equal, perhaps proportionately better, progress has been made. It may be thus briefly summarized. Sequel class:—acquainted with maps of Europe, Ireland, and the World, and able to explain the meanings of ordinary geographical terms. Third class:—Descriptive geography of the continents, and elementary notions of mathematical geography. Fourth and fifth

classes:—Eight first chapters of "Geography Generalized," descriptive geography of the continents, oceans, and British Islands.

Girls' School.—I found four classes in this school, viz.—second, sequel, third, fourth, but no fifth class. As this circumstance, if left unexplained, may lead the Commissioners and others to suppose that the principal teacher, Miss M'Alister, has partially failed in the performance of her duties, a few words of explanation are, I feel, necessary. I shall begin by observing, that some teachers entertain far too high an estimate of the qualifications their pupils should possess before being admitted into fifth class. Acting upon this erroneous impression, they keep them quite too long in fourth class. The result is, parents grumble, and finally withdraw their children, on finding that their teacher needlessly obstructs their advancement to the study of higher and more intellectual subjects. The tendency in most schools is the reverse of this; but speaking of model schools *only*, the teachers not unfrequently fall into the opposite extreme—they are too exacting in their requirements for promotion to the higher classes. The Newtownstewart Girls' School is, I believe, a very apposite illustration of this remark. The most advanced pupils in that school read the moral and didactic pieces in the "Literary Class Book" with ease and intelligence; they parsed difficult prose and poetry correctly; their written exercises from dictation were quite equal in penmanship and orthography to those of fifth class in the boys' school. Their knowledge of arithmetic, though limited in amount as compared with a corresponding class in a good boys' school, was quite sufficient to warrant their promotion to fifth class. This remark equally applies to the second, Sequel, and third class, each of which might rank one step higher, viz., second class as Sequel, Sequel class as third class, and this last as fourth class. It is due to the principal teacher to offer this explanation, because from her excessive anxiety not to overtask the intellectual powers of her pupils, she has made them appear to disadvantage in the official returns of their classification. But an accurate estimate of their literary attainments may be easily gathered from the figures in the annexed table of proficiency, exhibiting the results of their answering at the special examination held by me last December. They afford the best evidence of the teacher's ability and success, and of the pupils' intelligence and careful attention to study. I have to add, considerable time has been given to plain needlework; the youngest children in the school receive instruction in this most useful branch, and have made excellent progress for their respective periods of attendance. Numerous specimens of plain and fancy work were exhibited in the girls' school-room on the occasion of the public examination, which took place on the 8th of December last. They were neatly and carefully executed, and elicited the warm approval of those best qualified to form an opinion on such matters.

The children on the rolls are classed as follow:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Scripture Lessons,	35	32	–
Book I.,	–	–	30	Sacred Poetry,	–	48	–
„ II.,	13	16	7				
Sequels,	9	7	–				
Book III.,	15	11	–	Grammar:			
„ IV.,	6	14	–	Parts of Speech *only*,	22	23	7
„ V.,	5	–	–	Parsing and Syntax,	26	25	–
				Derivations,	35	25	–
Totals,	48	48	37	Composition,	48	25	–

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The Children on the Rolls—*continued.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Geography:				Branches for Females:			
Lessons on Maps *only*, .	–	–	30	Sewing, . . .	–	16	–
From Text Books:				Knitting, . . .	–	7	–
Local, ...	48	48	7	Netting, . . .	–	5	–
Mathematical and Physical, . .	26	25	–	Embroidery, . .	–	20	–
Arithmetic:				Extra Branches:			
Tables *only*, . . .	–	–	30	British Poets, . .	26	25	–
Simple Rules, . .	13	16	7	Mensuration, . .	9	–	–
Compound Rules, . .	9	7	–	Geometry, . . .	26	–	–
Proportion, . . .	10	11	–	Algebra, . . .	4	–	–
Practice, Interest, &c., .	16	14	–	Book-keeping, . .	4	–	–
Mental, ...	48	48	7	Reasoning, . . .	11	–	–
				Music, ...	–	48	37
Writing:				Drawing, . . .	27	20	37
On Slates *only*, . .	–	–	30	Physical and Applied			
On Paper, . . .	48	48	7	Science, . . .	26	–	–
From dictation, . .	48	48	7	Modern Languages, .	–	12	–

Proficiency Table :—

	Boys.	Girls.	Infants.
Able to read correctly in Second or Sequel Book, . . .	21	22	6
„ Third or higher Books with ease and intelligence,	23	22	–
Acquainted with Parts of Speech *only*, ...	19	24	4
Able to Parse, ...	16	14	–
Acquainted with the Prefixes and Affixes, ...	13	8	–
„ Map of the World *only*, ...	15	22	12
„ Maps of Europe and Ireland, . . .	20	23	–
„ General Course, ...	12	13	–
Able to set down numbers to 5 places of figures, . .	19	20	–
„ „ 7 „ . . .	29	26	–
Able to work readily and correctly a sum in Simple Subtraction,	16	19	–
„ „ „ Division of Money,	10	13	–
Able to state and solve with readiness and correctness questions in Proportion or Practice, ...	22	16	–
Able to write fairly on paper, ...	18	16	–
„ a good hand with ease and freedom, . . .	14	13	–
„ a sentence with tolerable accuracy, . . .	24	17	–
„ „ with ease and accuracy, . . .	12	13	–
Singing, ...	19	22	35
Sewing and plain work, ...	–	27	–
Knitting, ...	–	10	–
Embroidery, ...	–	6	–

The public examination was numerously and influentially attended. All present evidently took the deepest interest in the answering of the classes. The examination commenced at eleven o'clock, and ended at three. The children, at intervals, recited and sang with judgment and taste several pieces, which gave an agreeable variety to the proceedings, and relieved the monotonous character of an exclusively literary examination. The business of the day terminated with an examination of the fourth and fifth class pupils in physical science. The experiments made to illustrate the leading principles of mechanics and pneumatics contributed in no small degree to interest and amuse the spectators. Mr. Conway, the zealous and efficient assistant master, has had the exclusive charge of the singing and physical science classes. Their proficiency in these subjects is very creditable to him. The head master, I am happy to add, speaks favourably of his attention to business, and the hearty co-operation he has on all occasions received from him in carrying out the arrangements specified in the time table of the school. The Commissioners have, accordingly, awarded him, upon my recom-

mendation, a special gratuity for his services in teaching vocal music and physical science. *Appendix B.*

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At the conclusion of the examination, allusion was feelingly made by the Rev. Dr. M'Ivor and Rev. C. Donnell, to the premature and lamented death of the District Inspector, Mr. Craig. These gentlemen pointed out in forcible language, how much the Newtownstewart Model School owed to his labours, and the admirable character of the suggestions left by him from time to time for the teachers' instruction and guidance. His death, they observed, was deeply regretted, not only by the teachers and pupils of the model school, but generally throughout the district. He was loved and respected by all who knew him, for his manly, honest character, his strict impartiality as a public officer, and his kind consideration for the poor teachers with whose sufferings and difficulties he ever warmly sympathized.

My acquaintance with the lamented deceased was of brief duration; but I frequently met him for the transaction of public business, and I occasionally enjoyed his society during our short periods of relaxation from official duties. I never met with a more honourable, straightforward, or kind-hearted gentleman. Admirably qualified by temper and education for the duties of his situation, the Commissioners have lost in him an able, zealous, and impartial officer, who performed his duties not the less efficiently because he tempered justice with forbearance, and the strict course of official action with a generous commiseration for the troubles and hardships incidental to the teachers' position.

I am, gentlemen, your obedient servant,

J. G. Fleming, Head Inspector.

The Secretaries, &c.

No. 9.—Annual Report by J. G. Fleming, Esq., Head Inspector, upon the Coleraine District Model School for the year 1863. *Coleraine.*

Gentlemen,—I beg to submit for the information of the Commissioners the following Report upon the Coleraine Model School for the year 1863.

There has been a considerable increase in the attendance, in consequence of the additional accommodation provided for pupils in the several departments of the institution. The number on rolls for the last week of the year 1862 was only 181, but the number on rolls for the corresponding week of last year amounted to 241, with a prospect of further increase when the dry, warm weather should have set in. This is a gratifying fact and affords strong evidence of the favourable opinion which the public entertain of the ability, efficiency, and zeal of the teachers, and their just appreciation of the advantages open to children under their instruction. Coleraine is, I may observe, admirably provided with educational establishments for all classes of its inhabitants. Exclusive of the Model School and the Coleraine Academical Institution, there are twelve excellent public schools in full operation, which, with a few private schools, are abundantly adequate to meet the educational wants of a population barely exceeding 6,000 souls. Few of these schools (owing to their comparatively large number) command a good average attendance, but the reverse is the case in the Coleraine Model School, which has at present on its rolls 250 pupils, of whom nearly four-fifths are in daily attendance.

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Coleraine.

The following table affords a comparative view of the attendances for the past three years:—

		Boys.	Girls.	Infants.
Average number on rolls for 12 months ended December,	1861,	101·5	94·4	44·4
	1862,	73·7	84·	34·5
	1863,	103·1	92·3	48 3
Average number in daily attendance for 12 months ended December,	1861,	82·7	79·	32·7
	1862,	58·7	70·8	27·5
	1863,	83·2	78·3	31·9

The following table shows the number of pupils on rolls for the last week of years 1861, 1862, and 1863, according to their different rates of payment:—

		Boys.	Girls.	Infants.	Total.
Number paying 5*s.* per quarter,	1861,	36	48	3	87
	1862,	18	35	5	58
	1863,	32	39	9	80
Number paying 2*s.* 6*d.* per quarter,	1861,	43	34	21	98
	1862,	38	31	16	85
	1863,	52	38	23	113
Number paying 1*s.* 1*d.* per quarter,	1861,	13	16	16	45
	1862,	10	15	13	38
	1863,	17	12	20	49

The gross sum received for school fees during the year 1862, amounted to £89 2*s.* 3*d.*, but it considerably exceeded £100 for 1863. The increase is partly owing to the increased attendance, and partly to the higher rate of fees paid by a large proportion of the pupils. There are comparatively few entered at the lowest rate, because parents who from straitened circumstances find it difficult to pay for the education of their children usually send them to the large free school established by the Irish Society for the benefit of the poorest classes in Coleraine.

The following table exhibits the religious denominations of the pupils on the rolls for the last week of December, 1863:—

	Boys.	Girls.	Infants.	Total.
Established Church,	20	25	6	51
Roman Catholics,	16	18	12	46
Presbyterians,	48	35	28	111
Other denominations,	17	11	6	34

These figures show that parents of the different denominations have the fullest confidence in the teachers and the arrangements for giving religious instruction. I have further to add, that perfect harmony and good-feeling continue to prevail among the children of the different religious persuasions and their respective teachers.

The subjoined table shows the literary proficiency of the pupils on the rolls for the last week of the year 1863:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Geography:			
Book I.,	–	–	32	Lessons on Maps *only*,	–	–	52
„ II.,	18	10	20	From Text Books:			
Sequel,	22	17	–	Local,	101	89	–
Book III.,	17	28	–	Mathematical and Physical,	44	62	–
„ IV.,	17	16	–				
„ V.,	27	18	–				
Total,	101	89	52	Arithmetic:			
				Tables *only*,	–	–	32
Grammar:				Simple Rules,	17	10	–
Parts of Speech *only*,	39	27	13	Compound Rules,	22	17	–
Parsing and Syntax,	61	62	–	Proportion,	17	28	–
Derivations,	61	62	–	Practice, Interest, &c.,	44	34	–
Composition,	44	62	–	Mental,	83	62	–

Proficiency of the pupils on the rolls—*continued.*

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Writing:				Extra Branches:			
On Slates *only*,	–	–	39	British Poets,	101	89	–
„ Paper,	100	89	13	Mensuration,	44	–	–
From dictation,	83	79	–	Geometry,	44	–	–
				Algebra,	44	–	–
Branches for Females:				Book-keeping,	44	–	–
Sewing,				Reasoning,	44	–	–
Knitting,				Music,	101	89	52
Netting,	–	89	–	Drawing,	101	62	52
Embroidery,				Physical and Applied			
Straw Platting,				Science,	44	–	–
Cutting-out,							

The teachers have taken great pains to place their pupils in classes for which they are really qualified. This is occasionally a point of some difficulty, as it not unfrequently happens that children who read, spell, and perhaps write well, are, from their imperfect knowledge of arithmetic and other subjects, quite unfit for the advanced division. In most cases of this kind the teachers, unwilling to discourage a laudable spirit of emulation, placed those young persons in senior division of third class or in junior division of fourth class. These exceptional cases did not, however, interfere with the general and much stricter classification of the several divisions, as the test for promotions, although severe, has been successfully passed by a large proportion of pupils in boys' and girls' schools. In the former 61 per cent., and in the latter nearly 70 per cent. of the total number on the rolls are in the third or higher classes. Again, there are thirty-five pupils in fifth class, any of whom will, after another half-year's attendance at school, be fully qualified for the different situations they are likely to fill. It is unnecessary for me to dwell further on the literary acquirements of the several classes, as their proficiency in reading and other subjects is minutely detailed in the annexed return. I shall merely observe that the questions proposed to the fourth and fifth class pupils were quite as difficult as those proposed to probationary and third class teachers at their customary yearly examination.

The annexed table exhibits the proficiency of 220 pupils specially examined by me and the District Inspector, Mr. M'Ilroy, on the 8th, 9th, 12th, 19th, and 20th October last:—

	Boys.	Girls.	Infants.
Able to read Second Book or Sequel Book,	30	22	15
„ Third or higher books with ease and intelligence,	51	47	–
Acquainted with Parts of Speech *only*,	24	31	9
Able to parse,	39	34	–
Acquainted with Prefixes and Affixes,	32	24	–
„ Map of the World *only*,	23	25	11
„ Maps of Europe and Ireland,	31	24	–
„ General Course,	34	26	–
Able to set down numbers to 5 places of figures,	19	22	10
„ „ 7 „	55	46	–
Able to work readily and correctly a sum in Simple Subtraction,	15	17	8
„ „ questions in Compound Division,	19	29	–
Able to state and solve with readiness and correctness questions in Proportion or Practice,	44	33	–
Able to write fairly,	29	34	–
„ a good hand with ease and freedom,	24	29	–
„ from dictation with ease and accuracy,	26	25	–
„ with tolerable accuracy,	24	28	–
Physical Science,	26	–	–
Drawing,	29	36	–
Sewing,	–	50	–
Knitting,	–	24	–
Cutting-out,	–	21	–
Embroidery,	–	18	–

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At the end of the year 1863, there was in the boys' department an excess of two pupil-teachers and one monitor, and in the girls' department an excess of two monitresses, above the teaching staff estimated by the Commissioners for the year 1864-65. As two of the monitresses have completed their periods of service, their places will not be filled up; beyond this no other change will be necessary. I expect to succeed in obtaining suitable appointments as schoolmasters for two of the best qualified among the pupil-teachers, six of whom will then remain to complete their second year's course of training. I trust the two monitors will be retained as they are both excellent lads, and have, since their appointment, conducted themselves to my entire satisfaction. The three pupil-teachers whose periods of training terminated last year procured eligible situations as schoolmasters. They are, I am informed, giving the utmost satisfaction in their respective localities.

The public examination was held on the 28th October, in the boys' school-room, in presence of a large and influential assemblage. The junior division of the girls' school was first examined by two of the monitresses, Miss Weir and Miss E. A. Kerr, in a way that would have done credit to trained and experienced teachers. The junior division of the boys' school was then examined by two of the senior pupil-teachers. Their questions were intelligent, clearly worded, and adapted to the capacities of young children. They promise to become excellent practical teachers. The infants were then examined by their principal teacher, Miss M'Cormac, in reading, natural history, and in arithmetic, by a series of elementary exercises in notation, numeration, simple addition, and subtraction. Their ready, intelligent answering, and the correct, tasteful way in which they sang several appropriate pieces elicited deserved and general approbation.

The after part of the day was devoted to the examination of the senior divisions. They were very minutely questioned in arithmetic, grammar, and geography, by their respective head-teachers, Mr. Johnston and Miss Caldwell. Their assistants, Mr. Feehan and Miss M'Loughlin, also took an active part in the examination of the advanced classes—the subjects allotted to them being reading, writing from dictation, and parsing. The several classes acquitted themselves most creditably, evincing by their ready, accurate answering a thorough knowledge of the subjects upon which they were examined.

Several airs, selected from the national music of Ireland, England, and Scotland, together with some pretty operatic pieces, were played at intervals during the examination by the boys composing the fife-and-drum band. The precision, accuracy, and beauty of effect with which these little fellows played surprised and delighted all present. Several pieces of vocal music were sung in a pleasing style by a select class, including the best voices in the boys' and girls' school. The idea of establishing a fife-and-drum band in connexion with the model schools originated with the worthy District Inspector, Mr. M'Ilroy. It was, I believe, the first experiment of the kind made in Ireland, but as it has been attended with the happiest results I hope it will be tried in other model schools, whenever circumstances permit. It involves a very trifling outlay. The fifes can be had for 2*s.* 6*d.* each, and the three drums (one large and two small) may be had for £6, which can be easily collected by small subscriptions from the pupils or others willing to promote a harmless recreation, which, apart from its cheering influences, humanizes the mind and improves the taste. It is but just to add that Mr. M'Ilroy's praiseworthy exertions to establish the fife-and-drum band would have proved abortive but for the valuable help and co-operation of the assistant-master, Mr. Feehan; he has had the charge

of the band from the date of its organization in July, 1862. By his musical abilities, judgment, and good temper he has realized from small beginnings a substantial public good, for which he never asked or received the slightest remuneration. It is necessary to mention that the band does not in the slightest degree interfere with the boys' literary studies. It acts, on the contrary, as a spur to industry and increased attention to home lessons, as no boy is allowed to remain in the band who neglects his studies or who absents himself from school for trifling and insufficient cause. The result is, the band boys are among the best pupils in the school; with hardly an exception they gained premiums for superior answering at the last general examination.

I remain, gentlemen, your obedient servant,

J. G. Fleming, Head Inspector.

The Secretaries, &c.

No. 10.—Annual Report by J. G. Fleming, Esq., Head Inspector, upon the Ballymoney Minor Model School, for the year 1863. *Ballymoney*

Gentlemen,—I beg to submit for the information of the Commissioners the following Report upon the Ballymoney Minor Model School for the year 1863.

The attendance has increased, but not to any considerable extent; the numbers on rolls for last week in 1862 and 1863 being respectively 192 and 200. There is, perhaps, additional space for a few more children in the infants' school; but, without inconvenient crowding, there is no more room for pupils in the boys' and girls' schools; their united average attendance amounts to 130 pupils—a number slightly in excess of the accommodation provided. I do not, however, anticipate any marked increase in the attendance, as there are in Ballymoney and its immediate vicinity many good schools in which the course of instruction embraces every essential branch of a sound English education, and is little if at all inferior to that imparted in this model school.

The following table exhibits a comparative view of the attendance for the past three years:—

		Boys.	Girls.	Infants.
Average number on rolls for 12 months ended December,	1861,	87·2	74·9	47·9
	1862,	72·9	74·7	51·4
	1863,	80·1	78·6	48·2
Average daily attendance for 12 months ended December,	1861,	70·3	58·8	39·8
	1862,	59·8	59·5	41·9
	1863,	65·4	64·3	43·2

The following table exhibits the number of pupils on rolls at the end of the last week of the years 1861, 1862, and 1863, at the different rates of payment:—

		Boys.	Girls.	Infants.	Total.
Number paying 5*s.* per quarter,	1861,	13	14	–	27
	1862,	11	13	–	24
	1863,	3	12	–	15
Number paying 2*s.* 6*d.* per quarter,	1861,	22	35	13	70
	1862,	26	35	11	72
	1863,	33	34	12	79
Number paying 1*s.* 1*d.* per quarter,	1861,	40	19	42	101
	1862,	33	19	44	96
	1863,	33	34	38	105

Bearing in mind the comparatively prosperous condition of the people in this part of Ireland, it strikes me that the numbers entered at the highest rate—5*s.* per quarter—are quite too small. The fact is, many

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parents have succeeded in getting their children admitted at the lowest rate, who could well afford to pay double or treble that amount per quarter. This is manifestly unjust to the teachers, who derive a considerable portion of their incomes from the school fees. To the individual parent it generally matters little whether his child's quarter's schooling costs 1*s.* 1*d.* or 2*s.* 6*d.* per quarter; but the difference between these rates, when summed up in a large number of cases, is sensibly felt by the teachers. I have accordingly instructed them to exact the higher rates of payment in future, whenever the circumstances of the parties seeking admission for their children justify that course. Children of the poorer classes will, in compliance with the Commissioners' orders, be admitted as before at the lowest rate, 1*s.* 1*d.* per quarter.

The following table exhibits the religious denominations of the pupils on the rolls, for the last week of December, 1863:—

	Boys.	Girls.	Infants.	Total.
Established Church,	7	10	5	22
Roman Catholics,	23	26	10	59
Presbyterians,	38	43	35	116
Other denominations,	1	1	–	2

The arrangements for imparting religious instruction remain unaltered, and continue to give unqualified satisfaction to the parents of the different religious denominations. The Rev. Mr. Park takes an active part in the religious instruction of the Presbyterian children. But clergymen of other persuasions do not give religious instruction to the children of their respective flocks. This important duty is, however, zealously discharged by the Roman Catholic teachers for children of their faith; while Miss Campbell, principal teacher in the infants' school, conducts the religious instruction of children belonging to the Established Church in a manner perfectly satisfactory to their parents.

The following table exhibits the literary classification of the pupils on the rolls during the last week of December, 1863:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	–	–	36	Proportion,	–	7	–
„ II.,	18	26	14	Practice, Interest, &c.,	38	25	–
Sequel,	13	14	–	Mental,	69	80	50
Book III.,	9	15	–				
„ IV.,	15	14	–	Writing:			
„ V.,	14	11	–	On Slates *only*,	2	3	50
Total,	69	80	50	„ Paper,	63	77	–
				From dictation,	51	59	–
				Branches for Females:			
Sacred Poetry,	–	–	14	Sewing,	–	80	–
				Knitting,	–	80	–
Grammar:				Netting,	–	14	–
Parts of Speech *only*,	31	40	14	Embroidery,	–	13	–
Parsing and Syntax,	38	40	–	Cutting out,	–	11	–
Derivations,	38	40	–				
Composition,	38	40	–	Extra Branches:			
				British Poets,	–	25	–
Geography:				Mensuration,	12	–	–
Lessons on Maps *only*,	18	26	50	Geometry,	26	–	–
From Text Books:				Algebra,	26	–	–
Local,	51	54	–	Book-keeping,	26	–	–
Mathematical and Physical,	14	25	–	Trigonometry,	1	–	–
				Reasoning,	12	–	–
				Agriculture,	16	–	–
Arithmetic:				Music,	69	80	50
Tables *only*,	–	–	36	Drawing,	24	25	50
Simple Rules,	18	26	14	Physical and Applied Science,	30	–	–
Compound Rules,	13	22	–				

There are, it appears, 68 boys, 77 girls, writing on paper; and 51 boys, 59 girls, writing from dictation. But a glance at the subjoined table of proficiency shows that of 47 boys and 39 girls tested in these subjects, only 10 boys and 9 girls wrote a good hand with ease and freedom, and but 11 boys and 9 girls wrote from dictation with ease and correctness. Bearing in mind the ample teaching staff in both schools, and the extreme regularity of the pupils' attendance, results of a higher character might reasonably be anticipated. Reference was made to this point in a joint report drawn up last year by me and the District Inspector, Mr. M'Ilroy. We stated in the concluding paragraph of that document "that although the pupils' copy-books were, with few exceptions, neatly and legibly written, they lacked that freedom and boldness of style which characterize what is styled a good business hand. The exercises written from dictation exhibited a like defect." I am sorry to add, these remarks still apply, and with equal force, to the advanced classes in both schools. I have directed the teachers' special attention to these serious defects; and I have left some verbal suggestions with a view to their remedy, or at least partial removal. There is likewise room for improvement in arithmetic. The answering of the several classes was, generally speaking, accurate, but wanting in despatch, as few of the pupils (not excepting those of the fifth class) exhibited a practical acquaintance with the abbreviations which by diminishing the number of figures in working questions, also diminish the chances of error.

Table exhibiting the proficiency of 180 pupils examined on 21st, 22nd, and 26th October last:—

	Boys.	Girls.	Infants.
Able to read correctly Second or Sequel Book,	21	27	15
„ the higher books with ease and intelligence,	30	32	–
Acquainted with Parts of Speech *only*,	22	25	9
Able to Parse,	28	24	–
Acquainted with Prefixes and Affixes,	19	14	–
„ Map of the World *only*,	19	24	12
„ Maps of Europe and Ireland,	23	19	–
„ General Course,	18	14	–
Able to set down numbers to 5 places of figures,	21	27	11
„ 7 „	49	33	–
Able to work correctly and readily a sum in Subtraction,	19	24	11
„ „ Division of Money,	18	19	–
Able to state and solve with readiness and accuracy questions in Proportion or Practice,	21	11	–
Able to write fairly,	16	13	–
„ a good hand with ease and freedom,	10	9	–
„ a short sentence from dictation with tolerable accuracy,	16	14	–
„ from dictation with ease and correctness,	11	9	–
Sewing,	–	58	–
Knitting,	–	58	–
Embroidery,	–	16	–
Cutting-out,	–	18	–
Singing,	50	52	40
Drawing,	38	19	–
Physical Science,	14	–	–

The public examination was held in the boys' school-room on the 27th October last; but there was nothing like adequate accommodation for the large number of persons who came to witness the proceedings of the day. This serious inconvenience could not be avoided, as all the school-rooms have been constructed on too small a scale, and consequently require to be enlarged. The Ballymoney Model School is the smallest institution of its kind in Ireland, although there are more than 200 pupils on its rolls. Of course it rests with the Commissioners to decide as to the amount and character of the additions necessary to give

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full efficiency to the working of the schools. There is at the same time a strong public feeling in Ballymoney that prompt steps should be taken to remedy the defects noticed by me and Mr. M'Ilroy in our last joint report on these schools. The people of Ballymoney have some right to speak on this subject, as they contributed largely towards the erection of the existing school buildings.

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Before concluding this report, it is my duty to state that Mr. Warnock was unable, from severe illness (which at one time endangered his life), to attend to business of any kind for a considerable time preceding the date of the public examination. His scholars fell back in their studies during his enforced absence, and consequently failed to reach the required standard of proficiency in some important subjects.

With the exceptions already referred to, the subjects of study specified in the programme have been efficiently taught in the girls' school, conducted by Miss Bradley. She has laboured hard to remove existing defects, and to improve the literary tastes of her pupils; but she deserves special credit for the proficiency of her classes in plain and fancy needle-work. The numerous specimens produced at last year's examination were of the most varied character, and executed in a finished and beautiful style, alike creditable to teacher and pupils.

I remain, gentlemen, your obedient servant,

J. G. Fleming, Head Inspector.

The Secretaries, &c.

Omagh.

No. 11.—Annual Report by J. G. Fleming, Esq., Head Inspector, and Samuel Adair, Esq., District Inspector, on the Omagh Minor Model School, for the year 1863.

Gentlemen,—We have the honour to submit, for the information of the Commissioners of National Education, the following Report on the Omagh Minor Model School, for the year 1863.

During the year considerable alterations and improvements have been made in the school-room and school premises. Two large class-rooms have been added—one to the boys' school and one to the girls' school. The residence attached to the school for the head master has been done away with; the portion of the building formerly occupied by him is now fitted up as the new class-room for the male school, the additional class-room to the female school is a new erection, and is uniform with that thrown into the boys' school. There is now ample school space for the pupils in attendance, and their numbers must increase very considerably before any further enlargement of the school accommodation will be required.

Three most useful sheds have been erected in the play-ground—one for each school. Before the erection of these sheds, the pupils, when at play, were exposed to every shower that might come, or else had to retire to the school-room, leaving the play-ground altogether. They can now take shelter when occasion requires in these sheds, and have a well-tiled floor to play on under cover. The play-grounds also have been newly gravelled. There is therefore little more to be desired in the way of accommodation either inside or outside of the school-rooms. The new class-rooms, indeed, have not yet been properly provided with maps, diagrams, and apparatus; but it is to be hoped these appliances will shortly be sent down from the central depôt in Dublin.

The teaching staff for the past year has been substantially the same as in 1862, viz.:—In the male school, the principal and two assistant

teachers, three pupil-teachers, and five paid monitors; in the female school, one principal and two assistant teachers, two pupil-teachers, and three paid-monitresses; and in the infant school, the mistress and two paid-monitresses. In the male school the following changes of teachers took place. On the 1st of February, Mr. Greer, head master, was transferred to the Lurgan Model School, and was replaced by Mr. Samuel H. Ferguson from the Belfast Model School. Mr. James Bresland, assistant master, was at the same time removed to the Galway Model School, and was replaced here by Mr. William Frame, who was his predecessor in Galway. Mr. Greer and Mr. Bresland were both very popular here as teachers, and it was not without concern we saw them removed. But we are happy to say that any apprehensions we had entertained as to the school's being unfavourably affected by the change have proved to be groundless. Mr. Ferguson and Mr. Frame have proved themselves well worthy to succeed those who had worked the school up to the state of efficiency in which they found it. Very satisfactory progress has been made by the boys during the year, and especially so in the important branches of reading, writing, and arithmetic.

In the girls' school also marked progress has been made; reading, writing, and arithmetic are very well taught indeed. There are few schools in which reading and writing are so successfully taught. The reading of the girls of the highest class may be said to be perfect, being not only correct but really elegant and graceful.

The infant school has more than maintained its ground. The numbers in attendance have somewhat increased, and wonderful progress has been made in writing on paper, and in working sums on slates, by the little ones of second and Sequel classes.

In the annexed table will be found a brief abstract specifying the character of the attendance, the amount of school fees received, and the value of the books and stationery purchased by the pupils during the year:—

	Boys.	Girls.	Infants.	Total.
Number on rolls on 1st January, 1863, .	108	77	47	232
Admitted during the year, excluding re-admissions, ...	63	63	41	167
Number struck off, deducting those left and returned, ...	61	63	28	152
Average on rolls for 12 months, . .	112	80	58	250
„ present, . . .	93	68	46	207
Proportion of average attendance to 100 on rolls, ...	82	84	83	83

	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
School fees received during the year,	64	9	0	43	16	10	26	17	5	135	3	3
„ requisites sold . „	10	3	11	6	5	9	1	5	9	17	15	5

The average on the rolls for the twelve months ended 31st December, 1862, was 271, and the average number in actual attendance during the same period was 219. These numbers for the past year are respectively 250 and 207. The numbers therefore have been somewhat lower in 1863 than in 1862. I believe the carrying out of the alterations and improvements already referred to had something to do in causing this falling off, as the school premises were necessarily out of order for a time; but the chief cause is to be found in the fact that in the month of September, 1862, a classical school was opened in the town, which drew off some of the boys from the male school. For eight months, therefore, of 1862, the model school had no such rival as it had during the last four months of that year, and the entire of 1863.

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The following table exhibits the ages of the pupils on rolls of each school on 31st December, 1863 :—

	Boys.	Girls.	Infants.	Total.
3 years,	–	–	4	4
4 „	–	–	13	13
5 „	–	–	16	16
6 „	–	–	25	25
7 „	11	5	2	18
8 „	12	13	–	25
9 „	18	11	–	29
10 „	11	10	–	21
11 „	23	9	–	32
12 years,	12	9	–	21
13 „	6	10	–	16
14 „	4	3	–	7
15 and above,	13	7	–	20
Total,	110	77	60	247
Average age,	11·1	11·2	5·3	9·7

The following table gives the religious denominations of the pupils whose names appeared on the rolls during 1863 :—

	Boys.	Girls.	Infants.	Total.
Established Church,	72	48	35	155
Roman Catholics,	6	11	8	25
Presbyterians,	74	68	35	177
Wesleyans,	19	13	10	42
Total,	171	140	88	399

The pupils on the rolls at the end of the year were classed as follow :—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys	Girls.	Infants.
Lesson Books :				Arithmetic—*continued.*			
Book I.,	–	–	38	Proportion,	20	17	–
„ II.,	28	18	15	Practice, Interest, &c.,	41	12	–
Sequels,	21	23	7	Mental,	110	48	–
Book III.,	20	21	–				
„ IV.,	30	10	–	Writing :			
„ V.,	11	5	–	On Slates *only*,	–	–	38
				„ Paper,	110	77	22
Totals,	110	77	60	From dictation,	110	77	7
Grammar :				Branches for Females :			
Parts of Speech *only*,	49	41	22	Sewing,	–	61	–
Parsing and Syntax,	61	36	–	Knitting,			
Derivation,	61	36	–	Netting,	–	5	–
Composition,	41	36	–	Embroidery,	–	5	–
				Cutting out,	–	6	–
Geography :							
Lessons on Maps *only*,	28	–	60	Extra Branches :			
From Text Books :				British Poets,	61	32	–
Local,	41	41	–	Mensuration,	41	–	–
Mathematical and Physical,	41	36	–	Geometry,	41	–	–
				Algebra,	20	–	–
Arithmetic :				Book-keeping,	41	–	–
Tables *only*,	–	–	38	Music,	110	77	60
Simple Rules,	28	24	22	Drawing,	110	77	60
Compound Rules,	21	24	–	Physical and Applied Science,	41	–	–

The public examination of the schools was held on Monday, the 23rd November, and was very largely attended by the relatives of the pupils, and by the clergy and gentry of the neighbourhood, who are interested in the cause of National Education generally, and in the welfare of these schools in particular. It was held in the boys' school-room, which was densely crowded. The answering of the pupils was very good indeed, and gave much satisfaction to the numerous visitors.

We were engaged about a week previous to the public examination in examining the pupils privately, with the view of awarding premiums.

The sum of £15 was distributed in this way, and in every instance the premium was well deserved. *Appendix B.*

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We are, on the whole, well pleased with the manner in which the schools have been conducted during the past year, and with the results which have followed the labours of the teachers.

We remain, gentlemen, your obedient servants,

J. G. Fleming, Head Inspector.
Samuel Adair, District Inspector.

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The Secretaries, &c., &c.

No. 12.—Annual Report of J. G. Fleming, Esq., Head Inspector, and D. C. Porter, Esq., District Inspector, on the Londonderry District Model School, for the year 1863. *Londonderry.*

Gentlemen,—We have the honour to submit for the information of the Commissioners the following Report on the Londonderry District Model School for the year 1863.

The building, site, and grounds having been so fully described in the report for last year (1862), it is not necessary now to enter into any detailed statements regarding them. They are all in excellent order.

Shortly before the Christmas vacation the alterations which it had been decided should be made in the infants' school-room, and in the boys', girls', and infants' class-rooms, were begun. They were completed early in January, and are found to be a decided improvement in these rooms. The girls' cloak-room is still in the hands of the contractor, but the alterations in it are nearly completed.

The following tables furnish information on the main points of interest in connexion with the statistics of this model school.

Table I.—Gives a comparative view of the average number of pupils on the rolls, the average attendance, the centesimal proportion of the latter to the former, the amount of school fees received, and the amount of requisites sold during the years 1862 and 1863 :—

	Boys.	Girls.	Infants.	Total.
In 1862.—Average on rolls,	186·7	121·6	95·8	404·1
„ Average attendance,	164·9	104·9	76·	345·8
„ Per-centage,	85·9	86·2	79·3	85·5
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School Fees received,	132 13 2	83 9 10	59 6 0	275 9 0
Requisites sold,	48 17 7	17 5 1½	1 17 10½	68 0 7
In 1863.—Average on Rolls,	203·6	112·	88·	403·6
„ Average Attendance,	167·5	88·	71·1	326·6
„ Per-centage,	81·	78·8	80·8	80·9
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School Fees received,	132 7 6½	63 4 8	48 12 8	249 4 10½
Requisites sold,	46 18 1	12 17 5	4 0 6	63 16 0

From this table it will be seen that while the gross average number of pupils on the rolls for 1863, is almost identical with that for 1862, there is a slight difference in the average number on the rolls of each of the departments. In the boys' school there is an increase of seventeen pupils, in the girls' a falling off of nine, and in the infants' a falling off of eight pupils.

In the gross average attendance for 1863 there is a diminution to the extent of nineteen pupils. The decrease in the girls' school is seventeen; in the infants' five; while in boys' school there is an increase of about two.

In the amount of school fees received there is a decrease to the extent of £26 4*s.* 1½*d.* It is but right to add that the falling off in the attendance at the girls' school arose from circumstances beyond the teacher's control, and it is not to be regarded as an evidence of want of

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public confidence in her qualifications and general fitness for her office. In proof of this we may observe that the average daily attendance for the past month exceeded that for the corresponding month of last year —the numbers being respectively 96·3 and 91·6.

TABLE II.—Shows how the pupils on the rolls at the close of the year 1863, were classed, according to the rates of school fees paid by them:—

	Boys.	Girls.	Infants.	Total.
At 5*s.* per quarter,	86	76	17	179
„ 2*s.* 6*d.* „	53	37	10	100
„ 1*s.* 1*d.* „	22	36	22	80
Per-centage for 1863,	44·8	41·5	13·7	–
„ „ 1862,	40·9	40·7	18·4	–

It will be seen from this table that the per-centage of the pupils who pay 2*s.* 6*d.* per quarter is nearly the same in the years 1863 and 1862; that the per-centage of those who pay 5*s.* per quarter is slightly increased in 1863; and that the per-centage of those who pay 1*s.* 1*d.* per quarter is diminished.

TABLE III.—Shows the classification, according to religious persuasion, of the pupils on the rolls at the close of the year 1862 and 1863:—

	Boys.	Girls.	Infants.	Total.	Per-centage.
1862.—Established Church,	63	48	33	144	33·3
„ Roman Catholic,	1	–	2	3	·8
„ Presbyterian,	129	57	50	236	54·6
„ Other,	18	15	16	49	11·3
Totals,	211	120	101	432	
1863.—Established Church,	38	41	22	101	28·1
„ Roman Catholic,	3	–	–	3	·8
„ Presbyterian,	117	51	46	214	59·6
„ Other,	21	8	12	41	11·5
Totals,	179	100	80	359	

TABLE IV.—Shows the literary classification of the pupils on the rolls at the close of the year 1863:—

Subjects.	Boys.	Girls.	Infants.
Lesson Books:			
Book I.,	6	1	43
„ II.,	44	30	30
Sequels,	45	32	7
Book III.,	54	14	–
„ IV.,	20	8	–
„ V.,	10	15	–
Totals,	179	100	80
Sacred Poetry,	–	–	80
Grammar:			
Parts of Speech,	50	40	37
Parsing and Syntax,	129	60	–
Derivations,	87	60	–
Composition,	87	60	–
Geography:			
Lessons on Maps *only*,	6	–	73
From Text Books:			
Local,	173	100	7
Mathematical and Physical,	87	33	–
Arithmetic:			
Tables *only*,	–	–	43
Arithmetic—*continued.*			
Simple Rules,	67	43	37
Compound Rules,	24	37	–
Proportion,	50	8	–
Practice and Interest,	38	12	–
Mental,	179	100	–
Writing:			
On Slates *only*,	–	–	57
On Paper,	179	100	23
From dictation,	179	100	–
Branches for Females:			
Sewing,	–	100	–
Knitting,	–	100	–
Embroidery,	–	40	–
Extra Branches:			
British Poets,	129	70	–
Mensuration,	30	–	–
Geometry,	30	–	–
Algebra,	30	–	–
Book-keeping,	30	–	–
Music,	179	100	80
Drawing,	179	100	37
Physical and Applied Science,	67	–	–
French,	19	17	–

The discipline of the school has been strictly enforced during the past year; not, however, I regret to add, without recourse to corporal punishment. Whether it can be *wholly* dispensed with in boys' schools is a question we are not prepared to answer in the affirmative. It may be necessary to give a physical check of this kind as a counterpoise to wrong propensities, wilful disobedience, and other acts of insubordination. Again, assuming the total abolition of corporal punishment in boys' schools commanding a large average attendance, what penalty equally effective, but less degrading and objectionable, can be substituted in its place? An eminent Scotch educationist, writing on this point, observes:—"Often have we seen the bringing out of a child to receive a single stripe on the hand, restore that order and attention which the young teachers and their assistants had been unable previously to procure." And he adds, "Much as I dislike the application of force, under any circumstances, I could not, as the director of a public school, insist upon its entire abolition." Upon the following points there is, however, no difference of opinion among educationists. The principal teacher *alone* should inflict corporal punishment; he should recur to it as seldom as possible, and never apply it when angry or even excited—as by so doing, he would unquestionably alienate the hearts of his scholars, and foster a turbulent, refractory spirit among his more grown boys. I feel it my duty to make these remarks, as I find the assistant teachers and pupil-teachers have occasionally beaten or struck the pupils (temporarily under their charge), on their own responsibility and without the sanction of the head master. Such conduct cannot be tolerated. I trust, however, I shall not have occasion to report any repetition of it. I have specially instructed these subordinate teachers never to inflict punishment on any boy in their class or division. Should cases arise for interference it will be their duty to bring them under the notice of the head master, who will deal with them as he deems best under the circumstances; always, however, bearing in mind that the character of a school, where corporal punishment is of frequent occurrence, is sure to fall in public estimation, and that "a less punishment which is *certain*, will do more good than a greater which is uncertain."

No change has taken place in the staff of teachers in the boys' school. Miss M'Donald, assistant in the girls' school, resigned in April, and was succeeded by Miss Sedley. The infants' school was deprived of the services of Miss M'Mahon, who had to leave on account of ill-health. She was succeeded by Miss Doherty, from Belfast Model School.

On the 25th September the establishment was visited by His Excellency the Lord Lieutenant, accompanied by the Dean of Derry, Lady Heygate, Sir F. W. Heygate, Lady Bruce, Sir H. Bruce, Alex. J. R. Stewart, esq., Dr. Hatchell, and a large concourse of ladies and gentlemen. Two of the Commissioners—the Lord Bishop of Derry, and James Gibson, esq.—and the Head and District Inspectors, were in waiting to receive his Excellency, who was conducted by them through the several departments of the establishment. In each of the schoolrooms his Excellency heard some of the classes examined; and, as an exercise in writing from dictation for the senior class of boys, he himself read a portion from one of the lesson books, and was pleased to express his gratification at the quickness and accuracy with which it was written. His Excellency remained more than an hour in the model school, and before his departure wrote in the visitors' book—

"Pleased in the highest degree.

"CARLISLE.

"25th September, 1863."

Appendix B.

Reports on District and Minor Model Schools.

Londonderry.

For more than a week previous to the annual public examination the classes of the several departments were subjected to a rigid and searching examination, by which we were enabled, not only to determine the relative merits of the pupils and to select the most deserving for premiums, but to estimate their actual proficiency in the several branches in which they had been instructed. Without going minutely into the character of the answering, it is our pleasing duty to state, that in no important point did we find the pupils deficient, while in many respects their answering and general proficiency were such as to entitle their teachers to the highest praise.

The annual public examination was held on the 10th November, in the boys' school-room, which was thronged by a numerous assemblage of visitors. The Lord Bishop of Derry had signified his intention to be present on the occasion, but owing to his unavoidable absence from Derry he was unable to attend.

The proceedings were unavoidably restricted to one day, which, although too limited a time to afford all the classes an opportunity of being examined on the whole range of subjects they had studied, was yet sufficient to give a fair specimen of the pupils' powers and acquirements.

The rapidity and accuracy with which the senior division of boys solved difficult questions in arithmetic and mensuration was the subject of special remark among the audience; and the promptness and correctness of the pupils' answering on political economy and vegetable physiology elicited frequent applause. The recitation of some of the boys, the reading of the senior girls, and their answering on mathematical geography, were exceedingly creditable; and all present appeared both charmed and gratified with the answering and performance of the infants.

In conclusion, we beg to assure the Commissioners that the several departments of this school are well organized and in an efficient condition, meriting fully, and enjoying, the confidence of the public who resort to it for the eminent advantages which it affords.

We have the honour to be, gentlemen, your obedient servants,

J. G. Fleming, Head Inspector.
D. C. Porter, District Inspector.

The Secretaries, &c.

Limerick.

No. 13.—Annual Report, for 1863, upon the Limerick District Model School, by John E. Sheridan, Esq., Head Inspector.

Gentlemen,—I have the honour to submit, for the information of the Commissioners of National Education, this my report for 1863—my sixth annual report—upon the Limerick District Model School, which has been under my superintendence and management since the 1st January, 1858.

I. *Number of Pupils.*—(*a*) The average number of pupils on rolls, and the average in daily attendance for 1863, are set forth in the following table:—

	Boys.	Girls.	Infants.	Total.
Average on rolls, ...	98	84	102	284
Average daily attendance, . . .	66	56	71	193
Per-centage, , , , . . .	67	67	69	68

(*b*) The total number of individual pupils whose names appeared upon the rolls of each department in 1863 was :—

In Boys' department, 183 | In Girls' do., 161 | In Infants' do., 199 | Total, 543

During 1863 there were thirty pupils transferred from the infant department into the other two departments—viz., eleven into the boys' school, and nineteen into the girls' school, and are included in the totals of these departments. Making allowance, therefore, for this number, it appears that the actual number of individual pupils whose names appeared upon the rolls of the model school in 1863 was 513—viz., 270 boys, and 243 girls.

II. *Literary Classification of Pupils.*—The following table exhibits the classification of the pupils according to the highest proficiency attained by them in 1863:—

	Boys.	Girls.	Infants.	Total.
In First Class,	–	9	120	129
„ Second Class,	48	38	65	151
„ Sequel Class,	48	64	14	126
„ Third Class,	37	38	–	75
„ Fourth Class,	34	12	–	46
„ Fifth Class,	16	–	–	16
Total,	183	161	199	543

It appears from this table that the centesimal proportion of the pupils in each division was as follows:—

	Boys.	Girls.	Infants.	Total.
In Junior Division (Classes 1 and 2),	26	29	93	52
„ Middle „ (Sequel Class),	26	40	7	23
„ Senior „ (Classes 3, 4, and 5),	48	31	–	25

In the aggregate of the ordinary National Schools in my circuit the corresponding per-centages are usually about the following:—

In junior division, 60 | In middle division, 19 | In senior division, 21

Comparing these per-centages with those given in the preceding table, it will be seen how much higher is the classification of the pupils in the boys' and girls' departments of the Limerick Model School than in the general run of ordinary National schools.

III. *Character of Pupils' Attendance.*—The *total* number of days on which the Limerick District Model School was open in 1863 for the instruction of pupils was 267. But as many of the pupils were admitted after the commencement of the year, and many others left before its close, the *average* number of days on which the school was open to *each* pupil was only 147; and the average number of *attendances* actually made by each pupil was 115. The centesimal proportion of the latter to the former is 78·3, which shows that on an average each of the pupils attended on 78 out of every 100 days on which the Limerick Model School was open in 1863.

The following table furnishes the same information for each of the departments:

	Boys.	Girls.	Infants.	Total.
Average possible attendance,	149	159	135	147
„ actual „	118	123	107	115
Per-centage,	79·2	77·3	79·2	78·3

In the ordinary National schools generally in my circuit the average *actual* attendance is about 60 per cent. of the average *possible* attendance. It appears from this that the attendance of the pupils in the Limerick District Model School is very much more regular than is that of the pupils of the ordinary National schools.

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Reports on District Minor and Model Schools.

Limerick.

IV. *Rates of Payment.*—The following table shows the classification of the pupils in 1863 according to the rates of school fees paid by them:—

	Boys.	Girls.	Infants.	Total.
At 1*s.* 1*d.* per quarter, . . .	38	34	52	124
„ 2*s.* 6*d.* „ . . .	69	71	72	212
„ 5*s.* „ . . .	76	56	75	207

The total amount of school fees received in 1863 was £138 12*s.* 8*d.*, viz.:—

In Boys' department, £47 13*s.*; in Girls' do., £42 4*s.* 6*d.*; in Infants' do., £48 15*s.* 2*d.*

The total is less by £30 19*s.* 9*d.* than that received in 1862, and less by £49 6*s.* 10*d.* than that received in 1861.

The average age of the Boys was, ...	11·3
„ Girls, ...	11·
„ Infants, ...	5·5

V. *Religious Denomination of Pupils.*—The following table shows how the pupils on the rolls were classified according to religious denomination:—

	Boys.	Girls.	Infants.	Total.	Per-centage.
Roman Catholics, . .	92	83	91	266	49
Established Church, . .	80	66	84	230	51
Presbyterians, . . .	5	7	13	25	
Others, ...	6	5	11	22	

The relative centesimal proportions of the Catholic and Protestant pupils in 1862 were respectively 65 and 35.

The total number of Catholic pupils in 1863 was less by 132 than the corresponding number in 1862, while that of Protestant pupils was greater by 66.

VI. *Annual Examination of Pupils.*—The annual examination of the pupils took place in the first week of October, and was conducted by the District Inspector, Mr. O'Callaghan, and myself, in the very same manner as in previous years. The number of pupils whose names were on the rolls at the time was 296, and of these 255 presented themselves for examination, and were examined strictly in the subjects included in the programmes of their respective classes. The answering, except of those who had been but recently admitted to the school, was, on the whole, very satisfactory.

The following table shows the number on rolls, the number present and examined, and the number to whom premiums were awarded in each of the three departments:—

	Boys.	Girls.	Infants.	Total.
On rolls, ...	95	91	110	296
Examined, ...	82	72	101	255
Obtained premiums, . .	46	39	43	128

It thus appears that premiums were awarded in the boys' department to about 55 per cent. of the number examined; in the girls' department, to 54 per cent.; and in the infants' department, to about 42 per cent. In 1861, the corresponding per-centages were respectively 43, 36, and 35.

The value of the premiums awarded in each of the departments was as follows:—

	£	*s.*	*d.*
In Boys' department, ...	5	16	0
„ Girls' „	5	0	0
„ Infants' „	4	4	0
Total, . . .	£15	0	0

The public examination and distribution of premiums took place on the 13th October, in the presence of a large and highly respectable

assemblage of visitors. Several classes from each of the departments were examined in a variety of subjects, and acquitted themselves very creditably. *Appendix B.* Reports on District and Minor Model Schools. *Limerick.*

VII. Throughout the entire year, and up to the date at which I write, the Limerick Model School has been made the object of incessant hostility on the part of the Catholic Bishop and clergy of Limerick, who have had recourse to measures such as few could have anticipated, with the view of obliging Catholic parents to remove their children from it. The result has been so far detrimental to the school, that the vast majority of the Catholic pupils have been withdrawn. Of 110 Catholic pupils whose names were on the rolls on the 31st December last, only 32 continue to attend; and, doubtless, every effort will be made to effect the withdrawal of these also.

I am satisfied, however, that no apprehension need be entertained that the school will prove a failure. Its opponents will, doubtless, succeed for a time in reducing its attendance, and in depriving the Catholic children of Limerick of the advantages to be derived from it; but I have no fear that, in the long run, it will fail to regain the position from which it has been partially driven.

VIII. Towards the close of the year, Mr. Hanlon, who had filled the office of head master of the school from the date of its opening in 1855, succeeded in obtaining an inspectorship of National schools by competitive examination, and has, consequently, terminated his connexion with the Limerick Model School. In justice to him, I feel bound to testify that during the six years that this school has been under my superintendence, he conducted it with great ability, and raised it to a degree of efficiency not surpassed in any school of the kind in Ireland. From the zeal, ability, and intelligence with which he discharged his duties as head master, I am led to anticipate that he will perform the functions of his new office with equal satisfaction to the Commissioners, and with still greater advantage to the cause of National Education in Ireland.

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c.

No. 14.—ANNUAL REPORT for 1863, upon the CLONMEL DISTRICT MODEL SCHOOL, by JOHN E. SHERIDAN, Esq., Head Inspector. *Clonmel.*

GENTLEMEN,—I have the honour to submit for the information of the Commissioners of National Education, this my sixth annual report upon the Clonmel District Model School, which has been under my superintendence and management since the 1st January, 1858.

I. *Number of Pupils.*—(*a*). The following table shows the average number of pupils whose names appeared upon the rolls in 1863, the average daily attendance, and the centesimal proportion of the latter to the former:—

	Boys.	Girls.	Infants.	Total.
Average on rolls, ...	103	62	35	200
Average attendance, ...	76	48	24	148
Per-centage, ...	74	77	69	74

(*b.*) The total number of individual pupils whose names appeared upon the rolls of each department in 1863 was:—

In Boys' department, 204 | In Girls' do., 124 | In Infants' do., 75 | Total, 403.

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Reports on District and Minor Model Schools.

Clonmel.

Deducting from this total the number of pupils removed during the year from the infant department into the other two, and consequently included in the total of each, viz., seven boys and six girls, we find that the total number of individual pupils whose names appeared upon the rolls in 1863, was 390, viz., 197 boys, and 193 girls. The corresponding numbers in 1862 were 194 boys and 189 girls. In 1863, therefore, as compared with the preceding year, there was an increase of seven in the total number of distinct pupils, while on the other hand there was a falling off of thirty-three in the average number on rolls, and of thirty in the average daily attendance.

II. *Literary Classification of Pupils.*—The pupils whose names appeared upon the rolls of each department in 1863 were classified as follows :—

	Boys.	Girls.	Infants.	Total.
In First Class,	19	2	49	70
„ Second Class,	32	18	14	64
„ Sequel Class,	45	34	12	91
„ Third Class,	55	33	–	88
„ Fourth Class,	29	12	–	41
„ Fifth Class,	24	25	–	49
Total,	204	124	75	403

From this table it appears that 53 per cent. of the boys, 56 per cent. of the girls, and 17 per cent. of the infants, were classed in the *senior* division of their respective departments.

III. *Character of the Pupils' Attendance.*—The following table shows the average possible and average actual attendance of each pupil in each of the three departments:—

	Boys.	Girls.	Infants.
Average possible attendance,	123	149	121
„ actual „	100	122	90
Per-centage,	81·3	81·9	74·4
Averages for entire school,	130	105	80·9

These per-centages, which constitute the best measure of the regularity of the pupils' attendance, show that on an average each of the pupils who received instruction in the Clonmel Model School in 1863, attended on about 81 out of every 100 days on which the school was open to them. The total number of days on which the school was *actually* open in 1863 was 266, but the *average* number of days on which it was open to each pupil was only 130.

IV. *Rates of Payment.*—The following table shows the classification of the pupils in 1863 according to the rates of payment made by them :—

	Boys.	Girls.	Infants.	Total.
At 1*s.* 1*d.* per quarter,	121	49	53	223
„ 2*s.* 6*d.* „	55	58	22	135
„ 5*s.* „	28	17	–	45

The total amount of school fees received within the year was £75 11*s.* 8*d.*, viz.:—

	£	s.	d.
In Boys' department,	37	4	8
„ Girls' „	28	16	2
„ Infants' „	9	10	10

The total amount is less than that received in 1862, by £19 8*s.* 6*d.*

The average age of the Boys was	11
„ Girls,	12·1
„ Infants,	5·5

V. *Religious Denomination of Pupils.*—The following table shows how the pupils on the rolls were classified according to religious denomination:—

	Boys.	Girls.	Infants.	Total.	Per centage.
Roman Catholics,	119	62	29	210	52·1
Established Church,	62	41	26	129	
Presbyterians,	12	14	13	39	47·9
Others,	11	7	7	25	

It appears from this table that the relative centesimal proportions of the Catholic and Protestant pupils in 1863 were respectively about 52 and 48. The corresponding per-centages in 1862 were 57 and 43.

The total number of Catholic pupils in 1863 was less by 18 than the number in 1862. As was the case in the latter year, the decrease was confined to the girls' and infants' departments, the total number of Catholic pupils in the boys' school in 1863 having exceeded the number in 1862 by 19.

VI. *Annual Examination of Pupils.*—The annual examination of the pupils was held in the latter end of October, and was conducted as usual by the District Inspector, Mr. Lane, and myself. There were on the rolls at the time 213 pupils, and 186 of these presented themselves, and were subjected to a strict examination in all the branches included in the programmes of their respective classes. The answering was, on the whole, satisfactory, considering that of the 186 pupils examined, only 75 had been over ten months attending the school, and that of the remaining 111 the majority had been admitted within a very few months previous to the examination.

The following table shows the number on rolls, the number present and examined, and the number to whom premiums were awarded, in each of the three departments:—

	Boys.	Girls.	Infants.	Total.
On rolls,	115	67	31	213
Examined,	101	62	23	186
Obtained premiums,	64	41	13	118

It will be seen from this that about 63 per cent. of the pupils examined in the boys' department, 66 per cent. of those in the girls' department, and 56 per cent. of those in the infant department, were awarded premiums. The corresponding per-centages in 1862 were respectively 45, 52, and 35.

The value of the premiums awarded in each of the departments was as follows:—

	£	s.	d.
In Boys' department,	7	13	0
„ Girls' „	6	0	0
„ Infants' „	1	7	0
Total,	£15	0	0

The public examination and distribution of premiums took place on the 30th October, in presence of a large assemblage of visitors. As usual, several classes were examined from each department in a variety of subjects, and acquitted themselves very well, particularly the boys and infants. The singing, conducted by Mr. Washington, was remarkably good.

VII.—This model school has had to contend throughout the entire year against an opposition of the same character as that to which I have alluded in my report upon the Limerick Model School. The same influences, exercised in the case of this model school, however,

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Clonmel.

with even still greater stringency than in Limerick, have been employed to secure the withdrawal of the Catholic pupils, and, I am sorry to have to add, with almost entire success. Although the total number of Catholic pupils whose names appeared upon the rolls in 1863 was 210, there are now only 27 children of that denomination attending.

Still I must say I am very far from despairing of the continued success of this admirable school. The parents of Clonmel cannot fail to remember that this school has been now for nearly fifteen years in operation amongst them, and that while it has done an incalculable amount of good, and has earned for itself a reputation that has caused its worth to be known far and wide throughout the country, not a single incident in its history can be referred to as calculated to impair their confidence in its management and efficiency, or in the honour and impartiality of the Commissioners of National Education, who are its patrons.

But it is not alone the parents of the pupils and the public of Clonmel generally that can be confidently appealed to for testimony in its favour. I have the evidence of a witness, than whom none has had better opportunities of knowing its worth.

In the Visitors' Observation Book of the establishment will be found the following remarks under date the 12th March, 1858:—

"After an absence of five years I have visited these Schools, opened under me in 1849, and superintended by me as Head Inspector up to 1853. From personal observation, and from interviews which I have had with the clergymen of the town, I am acquainted with the general character of the schools, and I am happy to find that they command very general, indeed universal, support and approbation, at least as far as their practical working is concerned.

"As one who laboured earnestly for their early success, and as I can never cease to feel a warm interest in whatever concerns them, I am very sorry to be obliged to record that the model schools, which first gave a higher tone and character to National Education in the South and West of Ireland, are the most neglected of their class, in not having provision made for even the lowest accommodation for teaching. The area is altogether below the requirements of the attendance; unsuitable class-rooms are improvised by appropriating the pupil-teachers' apartments; and neither order, discipline, cleanliness, nor economy of time is possible to the extent desirable under the present circumstances of the establishment.

"The staff of teachers are popular, especially Mr. Smyth, the only member of it here since the opening of the schools; and the terms of respect and affection in which he is spoken of by all creeds and classes could scarcely be exaggerated.

"(Signed), JAMES W. KAVANAGH.

"March 12th, 1858."

The date shows that this testimony in favour of the Clonmel Model School was given at a time when Mr. Kavanagh, having ceased to hold any office in the service of the Commissioners, was perfectly free to pass any judgment he thought proper on the merits of the schools; and both the friends and enemies of our system, who are acquainted with the unceasing efforts he has since made, when he deemed it his interest to do so, to damage the model schools, and the Clonmel Model School especially, in public estimation, will find in the above remarks of Mr. Kavanagh, the disinterested panegyrist, a sure means of gauging the honour, integrity, and veracity of Mr. Kavanagh, the interested assailant.

I have the honour to remain, gentlemen,

Your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c.

No. 15.—Annual Report, for 1863, upon the Dunmanway District Model National School, by John E. Sheridan, Esq., Head Inspector.

Gentlemen,— I have the honour to submit, for the information of the Commissioners of National Education, this my sixth annual report upon the Dunmanway District Model School, which has been under my superintendence since the 1st January, 1858.

I. *Number of Pupils.*—The following table shows the average number on rolls, the average daily attendance, and the centesimal proportion of the latter to the former, for 1863, in each of the three departments:—

	Average on Rolls.	Average Attendance.	Per-centage.
In Boys' School,	109	77	70·6
In Girls' School,	97	73	75·3
In Infants' School,	94	75	79·8
Total,	300	225	75·0

The total number of individual pupils, whose names appeared upon the rolls of each department in 1863 was as follows:—

In Boys' School,	152
In Girls' School,	145
In Infants' School,	154
Total,	451

Of the 154 pupils whose names appeared upon the rolls of the infant department, five were transferred to the boys' department, and twenty to the girls', before the close of the year, and are included in the totals of these departments. Making allowance for these, it appears that the total number of individual pupils who received instruction in the model school in 1863 was 426—viz., 200 boys and 226 girls.

II. *Literary Classification of Pupils.*—The following table shows the literary classification of the pupils in each department, according to the highest proficiency attained by them in 1863:—

	Boys.	Girls.	Infants.	Total.	Per-centage.
In First Class,	–	–	62	62	39
„ Second Class,	25	18	71	114	
„ Sequel Class,	63	45	21	129	28·6
„ Third Class,	32	29	–	61	32·4
„ Fourth Class,	32	38	–	70	
„ Fifth Class,	–	15	–	15	
Total,	152	145	154	451	

It appears from this table that about 42 per cent. of the boys, 56 per cent. of the girls, and 14 per cent. of the infants, were in the senior division of their respective departments.

III. *Character of Pupils' Attendance.*—The total number of days on which the model school was open in 1863 for the instruction of pupils was 262.

The following table shows the average *possible* attendance and the average *actual* attendance of each pupil in each of the departments:—

	Possible Attendance.	Actual Attendance.	Per-centage.
In Boys' School,	190	133	70·0
In Girls' School,	178	129	72·5
In Infants' School,	162	126	77·8
Total,	176	129	73·3

Hence it appears (*a*) that the average number of attendances which each pupil of the model school might have made in 1863, had he at-

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Dunmanway.

tended with entire regularity, was 176; (*b*) that the average number of attendances actually made by each was 129; (*c*) and consequently that each pupil attended, on an average, about 73 out of every 100 days on which the school was open to him.

IV. *Rates of Payment.*—The following table shows how the pupils on the rolls of each department were classified according to the rates of fees paid by them:—

	Boys.	Girls.	Infants.	Total.
At 1*s.* 1*d.* per quarter,	106	106	143	355
„ 2*s.* 6*d.* „	42	37	11	90
„ 5*s.* „	4	2	–	6

The total amount of school fees received in 1863 was £76 2*s.* 1*d.*, viz.,

	£	*s.*	*d.*
In Boys' School,	29	12	8
In Girls' School,	26	16	9
In Infants' School,	19	12	8

The total amount was less than that paid in 1862 by £19 1*s.* 8*d.*

The average age of the Boys was,	12·5
The average age of the Girls was,	13·2
The average age of the Infants was,	6·6
The average age of *all* was,	10·7

V. *Religious Denomination of Pupils.*—The following table shows how the pupils on the rolls of each department were classified according to religious denomination:—

	Boys.	Girls.	Infants.	Total.	Per-centage.
Roman Catholics,	139	138	147	424	94·0
Established Church,	6	5	3	14	6·0
Presbyterian,	–	–	–	–	
Others,	7	2	4	13	
Total,	152	145	154	451	

The centesimal proportion of the Catholic pupils in 1862 was 93·7.

VI. *Annual Examination of Pupils.*—The annual examination of the pupils was commenced on the 21st September, 1863, and completed on the 30th. There were at the time the names of 319 pupils on the rolls, and 284 of these presented themselves for examination, and were examined by Mr. O'Connell, the District Inspector, and myself, in the several subjects included in the programmes of their respective classes. The examination occupied us for nine days, during which time we examined—

(*a*) Fifty-seven *first-class* children in reading, explanation, spelling, tables, and easy sums, parts of speech, and outlines of the maps of the world, Europe, and Ireland; and to ten of them we awarded premiums.

(*b*) Seventy-two *second class* pupils in reading, explanation, spelling, writing, arithmetical tables and simple rules, parts of speech, and maps of the world, Europe, and Ireland, and the girls in needlework; and to twenty-eight of them we awarded premiums.

(*c*) Seventy-five *sequel class* pupils in reading, explanation, spelling, and writing from dictation, penmanship, arithmetical tables, and simple and compound rules, definitions and inflections of the parts of speech, and the maps of the world, Europe, and Ireland, and the girls in needlework; and to thirty-six of them we awarded premiums.

(*d*) Forty-two *third-class* pupils in reading, explanation, spelling and writing from dictation, practical rules for spelling, penmanship, arithmetic, grammar, geography, drawing, the boys in the rudiments of

geometry, and the girls in needlework; and to twenty of them we awarded premiums.

(*e*) Thirty-eight *fourth class* pupils in reading (both poetry and prose), explanation and subject-matter of lesson books, spelling, and writing from dictation, rules for spelling and pronunciation, penmanship, arithmetic, grammar (including parsing and derivations), geography (including the rudiments of mathematical and physical geography), drawing, the boys in geometry, mensuration, algebra, book-keeping, and physical science, and the girls in needlework; and to twenty-two of them we awarded premiums.

The general proficiency of the girls and infants was very satisfactory, and the state of both departments in respect of order, cleanliness, and discipline, and smartness and intelligence on the part of the children, was most creditable to Miss Costelloe, the head mistress, and to her assistants and monitresses.

The answering of the boys was not so satisfactory, neither did they present the same cleanliness and tidiness in person and dress, nor acquit themselves with the same smartness and intelligence as the girls; but still the proficiency on the whole was not inferior to that exhibited by them in 1862.

The distribution of premiums took place on the 30th September, 1863. The day unfortunately was one of the wettest and most stormy of the year. From early morning until late in the day the rain poured down in torrents, and the consequences were that the pupils were quite drenched, and not more than half a dozen visitors succeeded in making their way to the model school. Under the circumstances, I decided upon dispensing with a public examination of the pupils.

The following table shows the number on rolls of each department at the time of the annual examination, the number examined, and the number to whom premiums were awarded :—

	Boys.	Girls.	Infants.	Total.
On rolls, ...	109	89	121	319
Present, ...	92	84	108	284
Obtained premiums, . .	33	50	33	116

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c.

No. 16.—ANNUAL REPORT upon the WEST DUBLIN MODEL SCHOOL for the year 1863, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector.

West Dublin.

April 1, 1864.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the West Dublin Model School, for the year 1863.

The different apartments through the establishment and the premises attached are kept clean and in good repair; but the great want of suitable playgrounds is still felt, and I fear is likely to continue, though the ground at the rere, which would answer the purpose and for which the Commissioners were in treaty with the landlord, remains idle and unlet.

The attendance, which, about the middle of 1862, was considerably diminished, owing to the opposition of the Roman Catholic clergy, improved about the same period this year, and the increase continued up to its close. I could not discover, since my connexion with the school

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West Dublin.

in June last, that this opposition has been kept up. The clergyman who had been in the habit of visiting the school on Fridays to instruct the Roman Catholic pupils still remains away, but receives them at the chapel on this day for the same purpose.

The following tables give the numbers on the Rolls on the 31st December, 1863, and their classification in regard to—

1. Proficiency.
2. Rates of Payment.
3. Religious Persuasion.

Literary classification of the pupils on the rolls on 31st December, 1863:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	10	4	60	Compound Rules,	40	31	–
„ II.,	113	37	57	Proportion,	59	17	–
Sequels,	40	36	26	Practice, Interest, &c.,	60	11	–
Book III.,	59	31	–	Mental,	159	59	–
„ IV.,	28	17	–				
„ V.,	32	11	–	Writing:			
				On Slates *only*,	10	4	60
Total,	282	136	143	„ Paper,	272	132	83
				From Dictation,	159	95	83
Grammar:				Branches for Females:			
Parts of Speech *only*,	123	73	83	Sewing,	–	71	–
Parsing and Syntax,	159	59	–	Knitting,	–	25	–
Derivations,	159	59	–	Embroidery,	–	24	–
Composition,	119	28	–	Cutting-out,	–	16	–
Geography:				Extra Branches:			
Lessons on Maps *only*,	123	41	143	British Poets,	119	28	–
From Text-Books:				Mensuration,	119	–	–
Local,	159	95	–	Geometry,	60	–	–
Mathematical and Physical,	119	28	–	Algebra,	60	–	–
				Book-keeping,	119	–	–
				Music,	119	95	143
Arithmetic:				Drawing,	159	95	83
Tables *only*,	10	–	60	Physical and Applied Science,	60	–	–
Simple Rules,	113	77	83				

Classification of the pupils on the rolls on 31st December, 1863, according to rates of payment:—

	Boys.	Girls.	Infants.	Total.
No. on the rolls at 5*s.* per quarter,	6	4	–	10
„ „ 2*s.* 6*d.* „	63	27	13	103
„ „ 1*s.* 1*d.* „	213	105	130	448
Total,	282	136	143	561

Religious denominations of the pupils on the rolls on 31st December, 1863:—

	Established Church.	Roman Catholics.	Presbyterians.	Total.
Boys,	13	264	5	282
Girls,	9	125	2	136
Infants,	8	131	4	143
Total,	30	520	11	561

Average attendance in the three schools for the year 1863:—

Boys, . . 200 Girls, . . 112 Infants, . . 108 Total, . . 420

In the boys' school the promotions coincide with the attendance, and in the infant school they bear a very fair proportion to it. In the female department the ratio is considerably lower, which I am disposed to attri-

bute less to any want of zeal and ability on part of the teachers than to the results of the opposition alluded to, this school having suffered from it more than the others.

Teachers.—There has been no change this year amongst the principal teachers. Five pupil-teachers left the male school; and seven monitresses, the female school.

It is due to the principal teachers to state that on every occasion of my visits I found them actively and judiciously employed, and that I have nowhere found displayed more devotion to duty, nor interest in the advancement of their pupils.

I was entirely pleased with the conduct of the pupil-teachers and monitors; they were obedient to the heads of their respective departments, and gave them every satisfaction in their two-fold capacity as pupils and instructors.

Indeed I found the institution, in each of its departments, admirably provided with well-directed teaching power, and all the appliances required to carry out to the fullest extent the objects of the Commissioners, in their concern to afford the opportunities of a safe and sound education to the children of this neglected and populous district.

Annual Examination.—The annual examination of the pupils was begun on the 9th, and closed on the 19th, November. Mr. O'Carroll, District Inspector, and myself were all this time busily employed examining the different divisions of the different classes, and, with the exception of the first class in the infant school, tabulating the answers, so that at its close we had before us the numbers of the questions answered and missed by each pupil. It was on the *data* furnished by these tables, the character of the attendance, and the accounts of conduct, the premiums were determined.

The general answering was, indeed, very creditable, and the proficiency exhibited by the different classes was as high and as extensive as could be well expected from pupils of their age.

The progress in vocal music and drawing was equally satisfactory. At the close of the examination on the 19th, the premiums were distributed, and specimens of the pupils' drawings were exhibited by their instructor, Mr. Fitzpatrick; and the business of the day was terminated by a concert in the infant school, where Mr. Goodwin had several beautiful airs sung by his most advanced pupils from the different schools, well supported by the assistants and pupil-teachers, he himself accompanying them on a piano, provided for the occasion.

I cannot close this report without acknowledging the services rendered me by Mr. Mac Sheehy, District-Inspector, during the three first days of the examination. He examined the higher classes in the boys' school in natural philosophy, and other classes, both in the boys' and girls' schools, in the different subjects set down in their respective programmes, thereby diminishing our labour to a considerable extent.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c.

Appendix B. Reports on District and Minor Model Schools.

No. 17.—Annual Report upon the Inchicore Railway Model School for the Year 1863, by Timothy Sheahan, Esq., A.M., T.C.D., Head Inspector.

March 29, 1864.

Inchicore.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, my report upon the Inchicore Railway Model School for the year 1863.

The buildings and premises are kept in good order. Any wants or defects that may occasionally appear are notified to the Commissioners of Public Works, who lose no time in giving instructions to their officers to have them supplied or rectified.

Organization.—With the organization of the different departments and the methods pursued in the conducting of them I have had little to do. When I took charge of the institution in June last I found everything going on satisfactorily, and had few, if any, modifications to suggest. Accordingly I thought it prudent not to disturb the arrangements so judiciously adopted by my predecessor, Dr. Newell, now Chief of Inspection, and so effectually carried out by the principal teachers.

Attendance.—I regret to say that the active opposition which the Roman Catholic clergy raised towards the close of 1862 against the district model schools reached this school also, and succeeded in diminishing the attendance, though not to the same extent as elsewhere. After the first month of this year there was a reaction, while the attendance increased gradually up to the close of the year.

The aggregate average attendance at the three schools for the first quarter of this year was only 118·3; in the last quarter it was 170; and the increase consisted altogether of Roman Catholics.

The large increase, during the year, of Roman Catholic pupils, considering the opposition schools that have been established in the immediate neighbourhood, and the fact that no free pupils are admitted, must appear highly creditable to the efficiency and popularity of the teachers.

Table I. shows the average attendance in the three schools (day) respectively for each quarter of the year 1863.

1863.	Boys.	Girls.	Infants.	Total.
First quarter, . . .	52·6	38·3	27·6	118·5
Second „ . . .	61·6	44	36·3	141·9
Third „ . . .	64	52·6	48	164·6
Fourth „ . . .	67	53	50	170

Table II. shows the amount and character of the Attendance (Day School), the Amount of School Fees received, and the value of Requisites sold to Pupils in 1862 and 1863:—

For Year ended	Department.	Average Number on Rolls.	Average Daily Attendance	Percentage.	Amount of School Fees received.	Value of School Requisites sold to Pupils.
					£ s. d.	£ s. d.
31st December, 1862,	Boys, .	91	68	75	18 6 7	5 16 4
	Girls, .	63	44	71	15 14 3	1 18 10½
	Infants, .	47	32	69	6 12 0	0 4 3½
	Total, .	201	144	72	40 12 10	7 19 6
31st December, 1863,	Boys, .	80	62	76	17 7 1	6 19 4
	Girls, .	61	47	76	17 8 7	2 13 3
	Infants, .	53	40	75	8 10 8	0 13 7
	Total, .	194	149	76	43 6 4	10 6 2

Table III. shows the Numbers on the Rolls on the 31st December, classed according to proficiency:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	18	5	49	Compound Rules,	10	27	–
„ II.,	17	23	19	Proportion,	3	4	–
Sequel,	34	10	–	Practice, Interest, &c.,	14	4	–
Book III.,	3	22	–	Mental,	33	31	68
„ IV.,	11	9	–				
				Writing:			
Total,	83	69	68	On Slates *only*,	–	4	–
				„ Paper,	83	65	–
Scripture Lessons,	38	20	–	From Dictation,	48	56	–
Sacred Poetry,	4	9	31				
				Branches for Females:			
Grammar:				Sewing,	–	62	–
Parts of Speech *only*,	54	38	30	Knitting,	–	1	–
Parsing and Syntax,	14	31	–	Netting,	–	1	
Derivations,	33	31	–	Embroidery,	–	6	
				Cutting-out,	–	2	–
Geography:							
Lessons on Maps *only*,	60	38	68	Extra Branches:			
From Text-Books:				British Poets,	14	9	–
Local,	23	22	–	Mensuration,	14	–	–
Mathematical and Physical,	11	9	–	Geometry,	12	–	–
				Book-keeping,	4	–	–
				Music,	83	69	68
Arithmetic:				Drawing,	22	41	50
Tables *only*,	5	5	37	Physical and Applied			
Simple Rules,	51	33	31	Science,	12	–	–

Average ages of fourth class:—boys, 13 years; girls, 12 years, 6 months.

Table IV. shows the Religious Denominations of the Pupils on Rolls at end of year.

	Boys.	Girls.	Infants.	Total.
Established Church,	38	29	31	98
Roman Catholics,	41	39	37	117
Presbyterians,	4	1	–	5
Total,	83	69	68	220

Table V. shows the classification of the Pupils on the Rolls at end of year, classed according to rates of Payment.

	Boys.	Girls.	Infants.	Total.
At 5*s.* per quarter,	14	27	–	41
„ 2*s.* 6*d.* „	34	26	–	60
„ 1*d.* per week,	35	16	68	119
Total on the roll,	83	69	68	220

There was no change this year in the staff of teachers. At its close, Mr. Downing, assistant in the male school, was promoted to the head-mastership of the Limerick District Model School. It is due to him to state that while here he gave entire satisfaction, and showed himself worthy of a higher position. I was myself gratified on finding his merits so early recognised by the Commissioners, and I have no doubt he will rise still higher in their service.

Two monitors left in June to join the training class in the Central Model School, and their places were filled by pupils in the school.

Annual Examinations.—Mr. O'Carroll, District Inspector, and myself commenced the yearly examination of the pupils on the 23rd November, and brought it to a close on the 26th, when premiums were distributed amongst the best conducted and most deserving in the different classes of the several departments. In each of them we found well established claims for these distinctions, and not only in the ordinary branches,

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but in vocal music and drawing, the proficiency exhibited was very creditable.

The specimens of needlework, embroidery, &c., showed that the industrial branches had received due attention from Miss Whitaker.

Inchicore.

Infant School.—All the pupils in this school, except those under five years, appeared to advantage under examination. The first or best division of the first class made a good attempt at reading, pronounced the words correctly, and answered well in spelling and explanation.

The second class read correctly the different lessons as far as page 74, and were well up in spelling and explanation. They understood notation, as far as writing down five places; and had a very fair knowledge of simple addition, and subtraction. In writing, geography, and grammar they were far beyond the requirements of the programme.

Girls' School.—The junior classes read correctly and answered very well in grammar, geography, and arithmetic.

The senior classes read with ease and intelligence, and answered very satisfactorily in grammar, geography, and arithmetic. The penmanship was good, and the writing from dictation was in some instances without an error.

Boys' School.—The general answering of the pupils in this school, who had been at all regular in their attendance, was very creditable to Mr. M'Quilkin and Mr. Downing his assistant. The reading was good; and the answering of the advanced boys in grammar, etymology, arithmetic, and geography was beyond the requirements of the programme.

In the dictation exercises, of six out of the ten pupils examined in the fourth, there was not even one error; and the penmanship was equally deserving of praise.

I have the honour to remain, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c.

Bailieboro'.

No. 18.—ANNUAL REPORT upon the BAILIEBOROUGH DISTRICT MODEL SCHOOL, for the year 1863, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector.

March 24, 1864.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, my report upon the Bailieborough District Model School, for the year 1863.

The house and premises are kept in good repair by the Board of Public Works, whose officers attend to the correction of any defects that may be notified to them.

The attendance for the past year has been somewhat lower than that for the previous year. The same has occurred in the ordinary National schools through the district. The hard seasons, and the difficulty in saving and getting in the harvest, pressed alike on both classes of schools, and caused the attendance of the children to be lower and less regular than it would otherwise have been. There could have been no other cause, for no model school in Ireland possesses the confidence of all parties to the same extent that this does.

The following tables give the numbers on the rolls on the 31st December, 1863, and their classification in regard to—

1. Proficiency.
2. Rates of Payment.
3. Religious Persuasion.

TABLE I.—The Children on the Rolls on 31st December, 1863, were classed as follows:—

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued:*			
Book I.,	1	–	10	Proportion,	8	16	–
„ II.,	16	7	18	Practice, interest, &c.,	25	12	–
Sequel,	11	23	3	Mental,	61	66	31
Book III.,	8	18	–				
„ IV.,	16	6	–	Writing:			
„ V.,	9	12	–	On slates *only*,	1	–	18
				„ paper,	60	66	13
Total,	61	66	31	From dictation,	60	63	13
				Branches for females:			
Sacred Poetry,	17	29	–	Sewing,	–	66	–
				Knitting,	–	66	–
Grammar:				Netting,	–	5	–
Parts of speech *only*,	17	7	31	Embroidery,	–	2	–
Parsing and syntax,	44	59	–	Cutting-out,	–	12	–
Derivations,	44	36	–				
Composition,	25	12	–	Extra Branches:			
				British Poets,	25	28	–
Geography:				Mensuration,	25	–	–
Lessons on maps *only*,	1	–	28	Geometry,	25	–	–
From text-books:				Algebra,	25	–	–
Local,	27	30	3	Book-keeping,	25	–	–
Mathematical and physical,	33	36	–	Reasoning,	25	–	–
				Agriculture,	25	–	–
Arithmetic:				Music,	61	66	31
Tables *only*,	1	–	19	Drawing,	61	59	–
Simple rules,	16	12	12	Physical and applied science,	25	–	–
Compound do.,	11	26	–				

TABLE II.—Showing the Number on Rolls, classed according to the Rates of Payment:—

	Boys.	Girls.	Infants.	Total.
At 5*s.* per quarter,	5	7	2	14
„ 2*s.* 6*d.* „	32	31	10	73
„ 1*s.* 1*d.* „	22	27	19	68
Free,	2	1	–	3

TABLE III.—Showing the Number on the Rolls, classed according to their Religious Persuasions:—

	Boys.	Girls.	Infants.	Total.
Established Church,	16	15	14	45
Roman Catholics,	35	37	11	83
Presbyterians,	10	14	6	30

TABLE V.—Showing the Average Number on Rolls and Present; the Amount of School-fees; and the Amount received for School Requisites sold to the Pupils during the last two years:—

For Year ended	Department.	Average on Rolls.	Average in Daily Attendance.	Present to 100 on Rolls.	School-fees received.	Amount received for School Requisites.
					£ *s.* *d.*	£ *s.* *d.*
31st December, 1862,	Boys,	78·5	59·6	75·9	30 13 7	7 16 3½
	Girls,	92·9	71·1	76·5	35 17 7	6 8 6½
	Infants,	43·8	39·2	89·5	14 15 10	0 18 7½
	Total,	215·2	169·9	78·9	81 7 0	15 3 5½
31st December, 1863,	Boys,	69·9	53·5	75·1	26 11 8	7 0 10½
	Girls,	70·8	57·	80·5	27 11 5	5 8 3
	Infants,	43·3	34·	77·6	13 11 6½	0 19 4
	Total,	184·	144·5	77·7	67 14 7½	13 8 5½

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Bailieboro'.

Teachers.—There was only one change in the teachers' staff during the year. Miss Maxwell, assistant in the female school, resigned her situation on getting married, and has been succeeded by Miss Perkins, who had been previously pupil-teacher in the West Dublin Model School. She was appointed in September last, and though rather young gives promise of becoming a popular and successful teacher.

The other teachers, one and all, continue faithful to their trust, and justify by their conduct the favourable terms I was able to employ towards them in my last report. They have been most assiduous in the discharge of their duties towards their pupils, the pupil-teachers, and the paid monitors. All these have been examined by Mr. Bole, District Inspector, and myself, so that I am in a position to judge of their services as zealous and efficient officers.

Of the pupil-teachers and monitresses I am happy to report favourably. They have been punctual in attendance, and have given satisfaction in their double capacity, both as pupils and teachers.

I have lately learned that Mr. M'Cullough, the head master, has been promoted to the head mastership in the Newry Model School, where he succeeds his predecessor here, Mr. Brown, who, after a successful competitive examination, has been promoted to the rank of Inspector of National Schools. It is cheering to see, in the case of these efficient teachers, merit receiving its due and timely reward; and it is to be hoped that promotions of this kind, which are not of rare but frequent occurrence, will have due weight with the young and intelligent teachers through the country, and excite in them a laudable ambition to strive after the high positions which the Commissioners hold out as prizes for intelligence and faithful service.

The annual public examination was held on the 5th November, the classes in all the departments having been previously carefully examined in all the subjects embraced in their respective courses of instruction, and the answering noted, so as to regulate the award of premiums. The attendance was large, and comprised a great number of the parents of the pupils, several clergymen, and a considerable portion of the respectable inhabitants of the town and neighbourhood. The infants were first examined, in their own school-room, by their teacher, Miss Cleary. They sang with much animation several appropriate infant-school rhymes, and answered with surprising promptitude and accuracy the questions put to them in the various subjects. The examination of the male and female departments was held in the boys' school-room, at one end of which a small platform had been erected for the class under examination. This room afforded ample accommodation for visitors, as the class-room communicates with the main room by means of folding doors, so that both rooms can, on such occasions, be thrown into one. The middle division of the girls' school was first examined by the assistant teacher, Miss Perkins, in reading, explanation, geography, and mental arithmetic. Mrs. M'Cotter then examined the highest division of the female school in reading, parsing, writing from dictation, and arithmetic (slate and mental). The junior division of the boys' school was next examined by Richard Conroy, the senior pupil-teacher, in reading, geography, and tables; and by Mr. M'Cullough, head master, on the subjects of some of the interesting lessons in Second Book; after which Mr. M'Cotter, assistant master, examined the middle division in reading, grammar, and geography. The senior division of the boys' school was next brought in and examined by Mr. M'Cullough in reading, mathematical geography, and astronomy, arithmetic, geometry, reasoning, with some questions on the use of the globes, on the steam engine, and on the barometer.

The examination was concluded by Mr. Clarke, who examined his class on agriculture. The proceedings of the day gave universal satisfaction; and the visitors were much pleased with the answering of the pupils, and with the proof which was afforded that they had been carefully and successfully instructed. Several specimens of drawing were handed round, and others were suspended in frames on the walls; and the female school-room was very tastefully decorated with articles of needle-work of a plain and ornamental nature, executed by the pupils. Special premiums were awarded for superior proficiency in needlework, singing, drawing, and agriculture.

The pupils present on the day of the public examination were classed as follows:—

	Boys.	Girls.	Infants.
Book I.,	3	1	10
„ II.,	19	10	17
Sequels,	5	26	3
Book III.,	4	15	–
„ IV.,	15	11	–
„ V.,	7	–	–
Total,	53	63	30

The same pupils, arranged according to their religious denominations, stand as follows:—

	Boys.	Girls.	Infants.
Established Church,	14	13	14
Roman Catholic,	31	39	10
Presbyterian,	8	11	6
Total,	53	63	30

I cannot conclude this report without bearing testimony to the zeal and efficiency with which Mr. Bole, District Inspector, superintended the working of these schools during the year, and his important services during the examination, and in the preparation of this report.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c.

No. 19.—ANNUAL REPORT upon the ATHY DISTRICT MODEL SCHOOL for the Year 1863, by TIMOTHY SHEAHAN, Esq., A.M., T.C.D., Head Inspector. *Athy.*

March 29, 1864.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners my report upon the Athy District Model School for the year 1863.

The different departments of the establishment are kept in good order and repair, and the grounds in front are very creditable to Mr. Ledlie, the agriculturist, who has them tastefully laid down and planted with the choicest flowers and shrubs.

In the aggregate average attendance for this year there is an increase of nine pupils above that for the previous year; this arises from the increase of pupils of the Established Church and Presbyterians, who have more than made up for the falling-off of Roman Catholic children.

In the school-fees for this year there has been an increase of near £12; which shows that it was only the poorer children that left the school, whilst the new pupils were received at the highest rates.

The opposition from the Roman Catholic clergy is still kept up, and nothing is left undone to restrain Roman Catholics from sending their children to the schools; yet a few from the town do attend, and others come in from the adjoining parishes.

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Reports on District and Minor Model Schools.

Athy.

I.—The following Table shows the Average Numbers of Pupils on the Rolls and Present, and the Amounts received in School-fees during the Year 1862 and 1863.

For year ended	Department.	Average on Rolls.	Average Daily Attendance.	Present of 100 on Rolls.	School Fees Received.
					£ s. d.
1862,	Boys',	74·4	52·	70·	27 19 0
	Girls',	70·7	41·2	58·5	20 0 3
	Infants',	48·7	32·1	66·	14 13 8½
	Total,	193·8	125·3	64·6	62 12 11½
1863,	Boys',	77·	57·	73·	38 3 1
	Girls',	57·	42·	68·	22 16 10
	Infants',	47·4	32·	66·2	13 5 2
	Total,	181·4	131·	69·	74 5 1

TABLE II.—Shows the Classification of the Pupils on the Rolls on the 31st December, 1863.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	1	2	19	Proportion,	11	12	–
„ II.,	12	9	17	Practice, interest, &c.,	28	10	–
Sequel,	9	26	1	Mental,	55	29	–
Book III.,	21	12	–				
„ IV.,	24	17	–	Writing:			
„ V.,	10	–	–	On slates *only*,	1	4	26
Total,	77	66	37	„ paper,	76	62	–
				From dictation,	64	62	3
Grammar:				Branches for females:			
Parts of speech *only*,	42	37	30	Sewing,	–	49	–
Parsing and syntax,	34	29	–	Knitting,	–	8	–
Derivations,	34	29	–	Embroidery,	–	1	–
Composition,	10	10	–	Fancy work,	–	8	–
				Extra Branches:			
Geography:				British Poets,	19	–	–
Lessons on maps *only*,	13	10	17	Mensuration,	19	–	–
From text-books:				Geometry,	12	–	–
Local,	45	38	20	Algebra,	8	–	–
Mathematical and physical,	19	17	–	Book-keeping,	19	–	–
				Trigonometry,	4	–	–
Arithmetic:				Agriculture,	11	–	–
Tables *only*,	1	–	17	Navigation,	1	–	–
Simple rules,	21	20	20	Music,	63	65	37
Compound do.,	16	23	–	Physical and applied science,	12	–	–

TABLE III.—Shows the Classification of the Pupils on the Rolls on the 31st December, 1862 and 1863, according to Rates of Payment.

		Boys.	Girls.	Infants.	Total.
1862,	At 5*s.* per quarter,	19	8	6	33
	„ 2*s.* 6*d.* „	20	11	15	46
	„ 1*s.* 1*d.* „	34	37	33	104
	Total,	73	56	54	183
1863,	At 5*s.* per quarter,	28	13	4	45
	„ 2*s.* 6*d.* „	17	15	9	41
	„ 1*s.* 1*d.* „	32	38	24	94
	Total,	77	66	37	180

TABLE IV.—Shows the Classification of the same Pupils, according to their Religious Denominations.

		Boys.	Girls.	Infants.	Total.
1862,	Established Church,	35	27	33	95
	Roman Catholics,	27	26	12	65
	Presbyterians,	6	1	6	13
	Other denominations,	5	2	3	10
	Total,	73	56	54	183
1863,	Established Church,	38	35	31	104
	Roman Catholics,	18	19	3	40
	Presbyterians,	16	9	2	27
	Other denominations,	5	3	1	9
	Total,	77	66	37	180

There was no change this year amongst the principal or assistant teachers. Three pupil-teachers left the boys' school; one to take charge of a National school, and two for the Central Model School. Three monitresses left the female school; two for the Central Model School, and one to fill the office of assistant in the Kilkee National School.

Annual Examination.—The general examination of the school came off this year earlier than usual. It was begun on the 17th August and closed on the 20th. For the three first days, Mr. Coyle, District Inspector, and myself were employed at the preparatory examination, to test the progress and proficiency of the different classes, and select the most deserving for the premiums granted by the Commissioners. In determining the premiums we took into account not only the superior answering, but the character of each candidate in regard to order, cleanliness, and regularity of attendance. Industry and application were taken into account and duly estimated, so as not to discourage or exclude moderate capacity from all chance of prizes when the conditions on which they were to be awarded were fairly fulfilled.

The public examination was held on the 10th August. The female school was tastefully decorated for the purpose. The parents of the pupils were early in attendance, and in large numbers, evincing by their anxious looks the deep interest they felt in the day's proceedings; there was, too, a large assemblage of the gentry from the town and neighbourhood.

The children from the infant school were examined first, and at the close of their examination premiums were presented to such as had been selected for them at the private examination.

The same course was pursued with the girls, and next with the boys.

Before and during the intervals between the examinations some select airs were sung by the pupils, whose proficiency in vocal music reflected much credit on their zealous and very successful teacher, Mr. Drill. He himself accompanied them on the harmonium; so that the public had before them the provision made by the Commissioners for the effective teaching of this very popular branch of education.

The pupils of the infant school appeared to great advantage, and came up fully to the expectations even of those who had on former occasions witnessed Mrs. Souter's examinations.

The girls read exceedingly well, and answered very creditably in history, grammar, arithmetic, and geography. The specimens of their penmanship and their dictation exercises elicited loud praise from all present.

The average age of these pupils was only 13·4 years.

The boys, whose programme comprises a wider range of subjects, under the trying and judicious examination exhibited a sound and radical knowledge of the most important subjects, as far as could be shown during the short time allowed for the purpose.

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They read well, and with intelligence; they parsed difficult passages with care and correctness; they appeared to possess an extensive knowledge of arithmetic, both in theory and practice, and answered satisfactorily in geography, history, geometry, and algebra. They wrote correctly from dictation, and the specimens of their penmanship were much admired. They were examined by Mr. Scott, assistant master, in natural philosophy, and answered very fairly in mechanics and chemistry. There were eight boys in this class, and their average age was 15·3 years.

The proceedings, on the whole, were very creditable to the teachers, and showed that the violent opposition to which they had been exposed did not dishearten them so far as to relax in any degree their attention to the comparatively small numbers in attendance.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c.

Parsonstown.

No. 20.—ANNUAL REPORT upon the PARSONSTOWN MINOR MODEL SCHOOL for the year 1863, by MICHAEL FITZGERALD, Esq., A.B., T.C.D., District Inspector.

Parsonstown, 4th May, 1864.

GENTLEMEN,—In accordance with the instructions conveyed in your letter of the 21st ult., I have the honour to submit for the consideration of the Commissioners of National Education the following report on the condition and progress of Parsonstown Minor Model School during the year 1863.

I. *Buildings, &c.*—During the year some important alterations were carried out by the Board of Works in the school buildings, by which they have been rendered much more convenient than before. New cap and cloak rooms and lavatories were erected at the rere; and the former confined and ill-lighted cap-rooms were thrown into passages, which were much needed. Sheds, also, were erected in the play-grounds for the protection of the children during recreation in wet weather. These works, which were of considerable magnitude, and which involved a large outlay, were executed in a satisfactory manner, and without necessitating the closing of any department of the school, even for a single day.

During this year, also, a plot of ground, immediately adjoining the school premises at the rere, having become vacant, was secured on favourable terms for additional play-ground, the want of which, especially in the boys' school, had been much felt. Owing to the unavoidable official delays, this ground, though for some months in the possession of the Commissioners, has not yet been adapted to the use for which it is intended.

The school buildings continue in excellent repair; and the furniture and apparatus are in a fair state of preservation.

II. *Teaching Staff.*—The principal and assistant teachers remained unchanged throughout the year; and the only change in the staff was the appointment of one pupil-teacher and one paid monitor in the boys' school.

It affords me much pleasure to be able to state that the attention of the teachers throughout the year to the discharge of their duties was most satisfactory; and that their conduct was, in every respect, irreproachable.

III. *Attendance of Pupils.*—The total number on the rolls at the commencement of 1863, was 159, against 141 at the commencement of 1862, showing an increase of eighteen during the preceding twelve-month. In the month of June, 1863, the number on the rolls had risen to 195, the highest amount reached since the opening of the school in October, 1860. At this time the prospects of the school were most encouraging. Prejudices, excited against it at the time of its establishment, seemed about to give way before the irresistible evidence of its efficient and harmonious working; and those interested in its welfare looked forward to seeing, at no distant date, the full designs of its promoters happily accomplished. But, soon after this, scarlatina of a malignant type appeared in Parsonstown; and though the pupils in attendance at the Model School escaped for a long time—probably owing to the school having been closed for vacation in August—towards the end of September some of them were attacked; and, at this time, the disease had become so virulent and fatal, it was judged prudent to close the school. Accordingly, it remained closed for four weeks; and though it re-opened in November, the fear of infection was such that the average attendance during the remainder of the year was less than half the average during the preceding nine months. It will be some time before the school recovers from this blow; but I have no doubt the same patience and diligence, the fruits of which were so apparent in the early part of 1863, will eventually secure its full development, notwithstanding this serious check. For my part, I shall be content if the end of 1864 sees the school with as good an attendance as it commanded in June, 1863. I am thus particular in dwelling on the occurrence of this epidemic, because it must be constantly borne in mind when considering the progress of the school during the year.

The following table shows the average numbers on the rolls, and the average daily attendance during 1863, in all departments of the school: (*a*) for nine months, ended 30th September, before the outbreak of scarlatina; (*b*) for three months, ended 31st December, during which period the school was closed for four weeks; and (*c*) for twelve months, ended 31st December, being the entire period to which this report relates:—

1863.	Averages on Rolls.				Average attendance.				Per centage of average attendance to average on Rolls.
Period.	Boys.	Girls.	Infants.	Total.	Boys.	Girls.	Infants.	Total.	
9 months ended 30th Sept.,	84·5	61·4	32·5	178·4	71·	53·	26·1	150·1	84·2
3 months ended 31st Dec.,	72·5	50·	28·2	150·7	36·6	26·1	9·5	72·2	47·9
12 months ended 31st Dec.,	82·1	59·1	31·6	172·8	64·1	48·	22·8	134·9	78·1

It will be seen from this table that, though the average attendance for the entire year is a shade less than the corresponding average for 1862, which was 137·7, yet the average attendance for the first nine months of the year was considerably higher; and that the apparent falling-off is solely attributable to the epidemic already referred to.

The number of distinct individual pupils that passed through the school during the year was as follows:—Boys, 111; girls, 77; infants, 50; total, 238.

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The following tables exhibit these 238 pupils divided—according to (*a*), their religious denominations; (*b*), their literary classification; and (*c*), their average ages—for the several departments of the school.

(*a.*) Religious Denominations of the Pupils on the Rolls in 1863:—

	Boys.	Girls.	Infants.	Total.
Established Church,	76	58	36	170
Roman Catholics,	24	7	6	37
Presbyterians,	1	5	3	9
Other denominations,	10	7	5	22
Totals,	111	77	50	238

(*b.*) Literary Classification of the Pupils on the Rolls in 1863:—

Class.	Boys.	Girls.	Infants.	Total.
First,	–	–	34	34
Second,	23	18	13	54
Sequel,	34	22	3	59
Third,	32	19	–	51
Fourth,	12	10	–	22
Fifth,	10	8	–	18
Totals,	111	77	50	238

Average age of boys,	12·3 Years.
„ girls,	11·5 „
„ infants,	5·4 „
„ of all the pupils taken collectively,	10·6 „

The greatest possible care is taken to allow no children over the age of seven years to remain in the infant school; and no children under that age are admitted to either of the other departments. The children between seven and eight years of age in the infant school would, in an ordinary year, have been transferred to the boys' and girls' schools; but, as the infant school was practically inoperative during the prevalence of the scarlatina, it was judged prudent to allow them to remain in it for an additional quarter.

The average age of the pupils on the rolls, taken collectively, is exactly one year more than the average age of the pupils in all the other National schools in this district, also taken collectively. The cause of this difference is to be found in the longer period that pupils in model schools remain at school. It is obvious that it is only collectively these averages can be justly compared, since no distinction is made in the ordinary schools between the infants, or those under seven years, and those above that age.

IV. *Rates of Payment by Pupils.*—The following table shows the rates of payment by the 238 pupils whose names appeared on the rolls during 1863:—

Rate.	Boys.	Girls.	Infants.	Total.
5*s.* per quarter,	83	53	32	168
2*s.* 6*d.* do.,	23	22	13	58
1*s.* 1*d.* do.,	5	2	5	12
Total on rolls,	111	77	50	238

The total amount of school-fees received during the year was £141 19*s.* 10*d.*; of which £67 12*s.* 6*d.* was received in the boys' school; £49 12*s.* 11*d.* in the girls' school; and £24 14*s.* 5*d.* in the infants' school. This gives an average of 11*s.* 11*d.* for each pupil whose name appeared on the rolls during the year; an average of 16*s.* 5*d.* for each pupil in

average on the rolls; and an average of £1 1*s.* 0¾*d.*, nearly, for each pupil in daily average attendance.

I am disposed to think that so high an average rate of payment has never been realized in any other model school under the Board. Of the fees thus received the principal teachers are allowed half the amount in their respective schools, and the assistant teachers one-fourth; the remaining fourth the Commissioners reserve to themselves.

V. *Course of Study and Proficiency of the Pupils.*—The ordinary course of study in the school is that laid down in the official programme for all National schools—viz., reading (including spelling and explanation), writing, arithmetic, English grammar and composition, and writing from dictation; and during the regular school-hours, from ten, A.M. to three, P.M., no other secular business is entered on, except vocal music, and needlework in the girls' school. The different subjects are taught to their fullest legitimate extent; and, if no more were done, the establishment might be regarded as a first-class English school. But much more is done in the boys' school. The advanced classes in it learn six books of Euclid, algebra (including quadratic equations), the elements of plane trigonometry, so much of logic and of political economy as is contained in the Easy Lessons on Reasoning and in the Easy Lessons on Money Matters, and a course of physical science, comprising mechanics, hydrostatics, and hydrodynamics, optics, pneumatics, and heat. There are also classes for linear drawing, both in the boys' and girls' schools. These subjects are taught outside the regular school-hours, that is, either before ten, A.M., or after three, P.M., and attendance at these extra lessons is not compulsory. Of the proficiency of the boys in the scientific portion of their course, I can speak very favourably. Those in the mathematical and physical science classes possess a sound elementary knowledge of these subjects, fully equal to that which boys usually bring from public schools to the universities, at least in this country. More than this it would be scarcely desirable to attempt.

Of the proficiency of all the pupils, both boys and girls, in their ordinary school business, I can speak with equal favour. They are well and soundly taught, and possess an amount of knowledge in the several branches much above the pupils of any school I have ever examined. It may not be uninteresting to compare the proficiency attained by the pupils in the model school with that of the pupils of the other National schools in this district. I am able to exhibit these results side by side—having in the course of the year examined the male and female departments of the model school with the special object of tabulating the proficiency, in the same manner as is done for the Secondary No. 1 Form of Report on the ordinary National schools; applying precisely the same tests, and estimating the results by precisely the same standard as I am in the habit of adopting in the ordinary schools.

The following table shows—(*a*), the numbers examined in each subject in the boys' and girls' schools; (*b*), their proficiency under the several heads of the recognised proficiency table; (*c*), the centesimal proportion of the number found proficient under each head to the total number examined in that subject; and (*d*), the corresponding percentages in the aggregate of the other National schools in this district, examined by me during the year—81 schools in all:—

		Males.	Females.	Total.
Number of pupils examined in	Reading lessons,	66	29	95
" "	Grammar,	66	29	95
" "	Geography,	66	29	95
" "	Arithmetic,	66	29	95
" "	Writing on paper,	66	29	95
" "	Writing from dictation,	40	18	58

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TABLE.

—	Males.	Females.	Total.	Per-centage to total number examined.	Corresponding per-centages in Ordinary Schools in District.
Of the pupils examined there were—					
Able to read I. Book correctly,	10	1	11	11·6	20·9
„ to read II. Book correctly,	20	8	28	29·5	28·9
„ to read III. or higher Books with ease and intelligence,	36	20	56	58·9	16·8
Acquainted with the parts of speech *only*,	28	16	44	46·3	26·7
Able to parse syntactically,	12	9	21	22·1	6·1
Acquainted with the outlines and general features of the map of the world *only*,	20	9	29	30·5	30·3
Acquainted with maps of Europe and Ireland,	24	12	36	37·9	12·6
„ with general course of geography,	8	8	16	16·8	0·4
Able to set down accurately a sum of 7 places of figures,	39	23	62	65·3	29·7
„ to work correctly a sum in subtraction,	49	25	74	77·9	55·9
„ „ a sum in division of money,	29	13	42	44·2	20·6
„ to work correctly a sum in proportion or practice,	17	9	26	27·4	8·0
„ to write on paper fairly,	35	16	51	53·7	36·3
„ „ a good hand with ease and freedom,	15	10	25	27·3	8·5
„ „ a sentence with tolerable accuracy,	9	4	13	22·4	26·7
„ „ „ with ease and correctness,	22	9	31	53·4	33·3

Except in case of arithmetic, the numbers set down under the different heads of proficiency in each subject are *exclusive* one of the other.

The reason why the number examined in the girls' school appears so small is that the examination of that department was held during the last quarter of the year, when the attendance was abnormally low. This, however, does not affect the value of the per-centages obtained.

It is necessary to remark that the per-centages in the model school, under the head of "reading," are not strictly analogous to those in the ordinary schools; because, in computing the latter, children in first class are included in the number examined, whereas there are no first class children in the male or female departments of the model school, such being confined to the infant school. Had the children in the infant school been examined in reading, and their proficiency tabulated, the disproportion between the per-centages under that head in the model school and the ordinary schools would not be so great as it appears in the table. The difference, however, would be comparatively trifling, and there would still be an overwhelming excess in favour of the model school. But under all the other heads the terms of comparison between the two classes of schools are strictly the same; and a careful examination of the table will abundantly prove how well the "model" school deserves its name, as affording to the surrounding National schools an example of what can be effected by skilful teaching in those branches of primary education which are allowed by all to be indispensable, and which are taught from the same books, and with the same appliances in both classes of schools. That the education given in the model school should be superior to that given in ordinary schools is only what we should naturally expect; but it is startling to find the difference so great; for the only advantages which a model school possesses over an ordinary school are—(1), that the teachers are specially selected for superior intelligence and skill; and (2), that the pupils attend more regularly. In every other respect the two classes of schools are, or may be, on a par; and in proposing the "model" schools for the imitation of the ordinary schools, the Commissioners are not requiring anything

impracticable, as is too commonly supposed. Under the most favourable circumstances there are difficulties inseparable from primary education, and from which model schools are not exempt; while they have difficulties of their own to contend with to which ordinary schools are strangers. The cardinal difficulty, namely, irregularity, or, more properly speaking, unsteadiness of attendance, with which all primary schools have to contend, is found to exist in this model school, which I cannot suppose less favourably circumstanced for securing regularity than others. The only difference is in degree; the model schools, from various causes, commanding a more regular attendance than the ordinary schools. The amount of regularity, however, in the former is not so great as is generally supposed, or as the centesimal proportion of the average attendance to the average number on rolls would seem to indicate. In this school, for instance, though the total number appearing on the rolls in the year 1863, was 238, and though the average attendance was 150, yet the number of pupils whose names remained on the rolls continuously throughout the year was only 103—divided as follows:—Boys, 52; girls, 36; infants, 15; total, 103.

So that, while the ratio between the average attendance and the average on rolls was as high as 84·2 per cent., the ratio between the number whose names remained on the rolls for the entire year and the number in average attendance was only 68·6 per cent. In other words, while out of every 100 pupils in average on the rolls 84 were in average attendance; out of every 100 in average attendance, only 68 were in continuous attendance. Nor would these ratios be materially affected, even if there had been no interruption to the business of the school during the last quarter of the year.

It is important to bear this in mind when considering what amount of promotion should take place in a well-conducted school in the course of twelve months. It has been laid down that the number of promotions from class to class should at least equal the number in daily average attendance throughout the year; and this estimate is based on the supposition that a year is thus allowed for mastering the business of each class. Now, without asserting that such a rate of promotion is impossible, I must say that it appears to me more than can fairly be demanded of teachers under ordinary circumstances. It is obvious that the average attendance must include a great many whose attendance has been so unsteady as to exclude them from all chance of promotion; and the proportion shown to exist, in a well-circumstanced model school, between the average and the continuous attendance inclines me to the opinion, that if the promotions within the year equal 70 per cent. of the average attendance for the same period, the progress of the school must be considered satisfactory. Of course I speak only of *bona fide* promotions, carefully and conscientiously made, after special examination of each candidate.

Unfortunately I am not in a position to apply this test to the progress of Parsonstown Model School for the year 1863, because, owing to the epidemic already referred to, the annual examination, usually held in the last quarter of the year, did not take place: and the promotions, which are chiefly made after the annual examination, were consequently postponed. I have thought it right, however, to offer my views on this subject for consideration; since, if the amount of promotion from class to class is to be the test of the progress of a school—and it is difficult to conceive a fairer one—we should be extremely careful not to fix the standard too high, and thereby indirectly compel teachers to push forward pupils through the several classes with undue haste—a practice fatal to all sound and lasting education.

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VI. *Moral Tone of School.*—I cannot close this report without mentioning the gratifying fact that no instance of serious misconduct on the part of any pupil took place during the year. All the teachers assure me that a more tractable or a better-conducted body of children it would be impossible to find—an assertion fully corroborated by my own observation. Indeed, during the three years and a-half that the school has been in operation it has been found necessary in only three cases to remove pupils for misconduct, and in two of these the pupils were re-admitted on publicly expressing their contrition, and apologizing to their teachers and school-fellows for their offences. It is perhaps unnecessary to say that corporal punishment is almost unknown; kindness, firmness, and good example being found amply sufficient to secure the discipline of the school.

VII. *Religious Instruction.*—The time set apart for the separate religious instruction of the pupils is from 10 to 11 o'clock on Monday, and from 10 to 10·30 on the four following days in each week. This instruction is conducted chiefly by the teachers, according to their different denominations, and this portion of their labours is most zealously and carefully discharged. Besides, the Rev. Marcus M'Causland, Rector of Birr, attends on Mondays, and the Rev. Samuel R. Wills, Curate of Birr, on Fridays, to give religious instruction to the children belonging to the Established Church; and the Rev. John Chambers, Presbyterian Minister, attends on Mondays to discharge the same duty towards the Presbyterian children in the school. No other clergyman attends to give religious instruction.

I have the honour to be, gentlemen, your most obedient servant,

M. FitzGerald, District Inspector.

The Secretaries, &c.

Trim.

No. 21.—Annual Report on the Trim District Model School for the year 1863, by W. A. Hunter, Esq., Head Inspector.

Dublin, March, 1864.

Gentlemen,—I have now the honour to submit, for the information of the Commissioners, my annual report on the Trim District Model School for the year 1863.

In my report for 1862, I referred to the character which the school had obtained for itself as an elementary school, in which the ordinary branches of instruction were taught in the most effective way. I also stated that the more important function of sending out year after year young men and young women trained for the office of teacher had been efficiently discharged. In both respects the business of the school has been honestly performed for the year that has terminated.

The circumstances of the Trim Model School are different in many respects from those of the model schools situated in large towns. A large proportion of the pupils is made up of children of the lowest class —a class which seldom find their way to such schools as Kilkenny, Waterford, or Enniscorthy; the attendance of such is less regular, and there is much greater difficulty in securing proper attention to neatness and cleanliness. Again, in Trim, the children are withdrawn from the school before they reach the standard of education attainable in schools such as those to which I have made reference. In the branches of music and drawing we have been entirely dependent on the resources of the ordinary teachers connected with the establishment, instead of having the advantage of special teachers, who "profess" these highly important subjects. Notwithstanding all these defects, however, I question whether there is any model school coming up more fully to the original views of the Commissioners in the establishment of such

institutions, or whether in any other instance the *beau ideal* of a model school, so ably sketched by Mr. Keenan, at the opening of the Belfast School, has been more nearly reached. After referring to the principle upon which the model schools were conducted, he observes—"Our spring of action is to give a practical and comprehensive education to the children in attendance, to prepare young persons for the teaching profession, to afford to school-managers and teachers the best examples of school organization, discipline, and method, and to extend to the pupils sufficient opportunities for receiving a religious education from the clergymen approved of by their parents."

The additional buildings, which were so much required, have been completed after considerable delay. The District Inspector had occasion to complain of the manner in which some portions of the work were executed; but there is no reason to suppose that the Board of Works will fail to attend to the representations made to them with reference to matters that appear to require a remedy.

Among the other improvements effected, I am happy to be able to report that gas has been introduced. The advantages of this in a public institution are obvious.

In the course of the year the situation of assistant-master became vacant, owing to the death of Mr. M'Whorter; the appointment was conferred on Mr. Doak, a young man of much promise.

In the infant school it was deemed desirable to appoint an assistant, who should be a Roman Catholic. Miss B. Finnegan was selected for the office. In addition to her duties as assistant-teacher in the infant department, it is intended to employ her as teacher of drawing in the female department of the school.

The other teachers in the several departments are the same who held office at the date of my last report.

From the following tables it will be seen that the attendance for 1863 is almost identical with that for 1862. The school having now been more than thirteen years established, may be regarded as having reached its full development, and with a decreasing population, any increase in the attendance is scarcely to be anticipated.

Table I. shows the state of the school in the particulars specified for the year 1862 and 1863. The number of school-days for 1863 was less than usual, in consequence of the school being closed for a time during the progress of the works.

Table I.—Showing the state of Attendance, the Amount of School-Fees received, and the Amount received for Requisites sold at reduced prices, for the years 1862 and 1863.

—	Average on Rolls.	Average Attendance, excluding Saturdays, &c.	Average for every day School was open.	School-Fees received.	Requisites sold at Half-price.
1862.		(195 days.)	(265 days.)	£ s. d.	£ s. d.
Boys,	171·9	117·1	103·	49 16 6	9 15 6
Girls,	141·7	90·1	81·1	38 13 1	4 19 1
Infants,	82·8	51·8	46·5	11 13 11	1 6 1½
Total,	396·4	259·	230·6	100 3 6	16 0 8½
1863.		(184 days.)	(252 days.)		
Boys,	163·4	113·1	100·5	52 4 11	9 13 8½
Girls,	147·	94·3	82·	35 2 0	5 8 2
Infants,	81·1	51·4	46·4	11 4 6	1 13 0½
Total,	391·5	258·8	228·9	98 11 5	16 14 11

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TABLE II.—Total Number of Pupils appearing on the Rolls for 1862 and 1863, classed according to rates of payment.

	Rates.	Boys.	Girls.	Infants.	Total.
1862,	5*s.* per quarter,	30	23	4	57
	2*s.* 6*d.* „	52	42	9	103
	1*s.* 1*d.* „	104	109	77	290
	Free,	49	48	30	127
	Total,	235	222	120	577
1863,	5*s.* per quarter,	36	25	2	63
	2*s.* 6*d.* „	47	39	15	101
	1*s.* 1*d.* „	103	94	94	291
	Free,	54	58	40	152
	Total,	240	216	151	607

TABLE III.—Rates of Payment of Pupils on Rolls at the end of the years 1862 and 1863, as annexed.

		Boys.	Girls.	Infants.	Total.
1862,	5*s.* per quarter,	19	17	1	37
	2*s.* 6*d.* „	36	28	6	70
	1*s.* 1*d.* „	74	41	40	155
	Free,	37	30	27	94
	Total,	166	116	74	356
1863,	5*s.* per quarter,	20	14	2	36
	2*s.* 6*d.* „	41	19	7	67
	1*s.* 1*d.* „	47	53	36	136
	Free,	23	31	15	69
	Total,	131	117	60	308

I have already stated in this report that a lower class of children is to be found in attendance at the Trim Model School than in the generality of such schools. In consequence of this circumstance, which arises from the fact that this is the *only* National school for Trim and the vicinity, it was deemed expedient to admit, on certain specified conditions, a number of "free" pupils. In the course of the year I observed that, of all the pupils in attendance at the school, the most irregular were those admitted "free." After conferring with the District Inspector on the subject, the teachers were instructed to adhere most strictly to the original regulations under which such free pupils were admitted, by striking off the names for irregularity of attendance, and by refusing to replace them on the "free" list till after a specified time had elapsed. The strictness thus enjoined has been attended with satisfactory results.

TABLE IV.—Religious Denominations of Pupils on Rolls at the end of each year, as annexed.

		Boys.	Girls.	Infants.	Total.
Dec. 1862,	Established Church,	16	12	9	37
	Roman Catholics,	150	104	65	319
	Total,	166	116	74	356
Dec. 1863,	Established Church,	27	15	8	50
	Roman Catholics,	104	102	52	258
	Total,	131	117	60	308

TABLE V.—Total Number of Pupils on Rolls for the years 1861, 1862, and 1863, classed according to Religious Denominations.

		Boys.	Girls.	Infants.	Total.
1861,	Established Church,	20	9	10	39
	Roman Catholics,	207	198	168	573
	Total,	227	207	178	612
1862,	Established Church,	21	16	11	48
	Roman Catholics,	214	206	109	529
	Total,	235	222	120	577
1863,	Established Church,	35	25	15	75
	Roman Catholics,	205	191	134	530
	Wesleyans,	–	–	2	2
	Total,	240	216	151	607

It will be seen from Table V. that while the total number of pupils of the Roman Catholic church appearing on the rolls for the last three years shows a slight decrease for 1862 and 1863 as compared with 1861, the number of pupils of the Established Church for 1863 is nearly double of the number passing through the school in 1861. This increase since 1861 has been steady and progressive.

TABLE VI.—Classification of the Children on the Roll on the 31st December, 1863.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	2	15	26	Proportion,	23	8	–
„ II.,	41	30	26	Practice, Interest, &c.,	9	20	–
Sequel,	33	28	8	Mental,	88	80	34
Book III.,	23	18	–				
„ IV.,	23	17	–	Writing:			
„ V.,	9	9	–	On Slates *only*,	2	15	26
Total,	131	117	60	„ Paper,	129	102	34
				From Dictation,	88	80	20
Sacred Poetry,	27	15	–				
Scripture Lessons,	27	15	–	Branches for Females:			
				Sewing,	–	117	–
Grammar:				Knitting,	–	30	–
Parts of Speech *only*,	76	60	60	Embroidery,	–	26	–
Parsing and Syntax,	55	57	–	Cutting-out,	–	24	–
Derivations,	55	57	–				
Composition,	32	26	–	Extra Branches:			
				British Poets,	32	26	–
Geography:				Mensuration,	32	–	–
Lessons on Maps *only*,	43	45	60	Geometry,	32	–	–
From Text-Books:				Algebra,	32	–	–
Local,	56	46	–	Book-keeping,	32	–	–
Mathematical and Physical,	32	26	–	Trigonometry,	9	–	–
				Reasoning,	32	–	–
				Agriculture,	32	–	–
Arithmetic:				Music,	–	117	60
Tables *only*,	–	–	26	Drawing,	131	70	–
Simple Rules,	76	59	34	Physical and Applied Science,	55	–	–
Compound do.,	23	30	–				

The annual examinations were held in the month of August. One week was occupied by Mr. Conwell, the District Inspector, and myself, in the preliminary private examination, and the public examination took place on the 13th of the month. In the preliminary examination the classes were tested in a searching way on a very extensive programme. In the boys' school, the penmanship is carefully attended to,

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and the proficiency in arithmetic and the several subjects treated of under the head of physical science, was very creditable. In reading, the higher classes were found to be wanting in smoothness and expression. In the middle division of the school, the writing from dictation was somewhat unsatisfactory, and the knowledge of the "Spelling-Book Superseded" was defective. In the junior classes the reading was found to require much improvement.

In the girls' school, the reading in the highest class was correct, the writing from dictation was very good, and the proficiency in arithmetic was satisfactory. The principal defect in this department was found in the reading of the junior classes. This is a subject that requires the most careful teaching, in order to insure success. When classes are left too much to thoughtless monitors, or to teachers who are injudicious and wanting in discrimination, the results are very unsatisfactory.

While I have found it necessary to animadvert upon these defects, I have to request that the remarks already made with reference to the class of children and the irregularity of the attendance may be kept in view. Notwithstanding the drawbacks which are thus entailed, I expect to find much improvement in the points referred to.

In the infants' department there has not been much attempted beyond the second class programme; on this, a reasonable proportion of the pupils were fairly prepared.

The attendance on the day of the public examination was, as usual, numerous and respectable. Dr. Newell, Chief of Inspection, was present, who naturally feels a warm interest in the success of an establishment which owes much of its success to the fostering care bestowed on it by him as District Inspector at the opening, and during the first years of its existence.

The business of the day was carried out in a very satisfactory way; the general demeanour of the pupils, their intelligent answering in an extensive range of subjects, the animated examination of the teachers, and the musical performance (unfortunately restricted to the girls), elicited the hearty approval of those who were present.

It is not a little remarkable how fully Dr. Newell's anticipations as to the success of this school have been verified. Writing in 1851, very soon after the opening, he observes:—

"Whether one considers the number of pupils receiving instruction at this establishment, the preference that has been extended to it by the public to the prejudice of existing schools, the marked improvement in the pupils' proficiency, manners, and general demeanour, or the mixture of the different religious denominations, fully as extensive here as at any other model school, looking to the number of Protestants and Roman Catholics in this locality, it cannot but be admitted that the establishment has worked satisfactorily. I do believe that its success is as decided as that of any other model school under the Commissioners, and I have the strongest assurances for stating that the various clergymen of the parish and the public will continue their support while it is conducted in the present efficient and impartial manner."

In my report for last year I was called on to refer to the great loss sustained by the schools in the decease of the Very Rev. Richard Butler, when I observed that owing to the warm and lively interest which he took in the schools at their opening in 1850, in connexion with the cordial and complete confidence extended to them by the Very Rev. John O'Connell, the respected parish priest, the establishment started at once into full life and vigour. It is not a little remarkable that this other early friend and constant supporter of the schools has been removed by death within the year that has closed. This second loss could not be regarded otherwise than as another serious calamity to the institution. It will, however, be for those who have the active work

to discharge, to endeavour to supply the want of the patronage and support of these early friends by continued exertions to establish more and more the character for efficiency which the schools have heretofore maintained.

I have every reason to report favourably of the conduct and attention of the young persons who are attached to the establishment, with the view of becoming qualified for the office of teacher. In the course of the year two young men were sent to the training establishment in Marlborough-street, to complete their course, and one monitress was appointed to the charge of a National school.

I have the honour to be, gentlemen, your very obedient servant,

W. A. Hunter, Head Inspector.

The Secretaries, &c.

No. 22.—Report on the Enniscorthy District Model School, for the year 1863, by W. A. Hunter, Esq., Head Inspector. *Enniscorthy.*

Dublin, April, 1864.

Gentlemen,—I beg to submit my report on the Enniscorthy District Model School for the year 1863.

No change has taken place as regards the teachers, except that Miss Hunt, of the Belfast Model School, was appointed in the room of Miss Ffennell, whose resignation on account of ill-health had been forwarded previous to the date of my last annual report.

The opposition which these schools had to encounter at their opening from the clergy, both of the Established and Roman Catholic Churches, has been in no degree mitigated. So far as the influence of these gentlemen extends, the policy of preventing an attendance at the school has been most strictly adhered to.

It is a lamentable fact that cannot be overlooked, that while very many children in the locality are left to seek for such education as they may acquire among questionable associates in the lanes and the streets, the doors of an establishment in which a thorough literary and religious education might be obtained, are barred and guarded by clerical influence against the very classes most in need of that elevation in the social scale, which can only be obtained by intellectual culture. To such an extent has this opposition to everything connected with the establishment been carried, that teachers and monitors belonging to the district have been directed by their managers not to attend the usual and essential examinations, because such examinations were held in a room of the Model School, being in fact the only place available for the purpose.

In my report for 1862 I stated that, owing to the small attendance, I did not feel myself justified in recommending a full staff of pupil-teachers and paid monitors; while at the same time I took occasion to remark that it was in contemplation to recommend further appointments, "as the efficiency of the establishment as a training school for teachers is not in any way necessarily to be measured by its success in attracting a large attendance of pupils." In accordance with this intention, three additional appointments were recommended and sanctioned; and at the end of the year the staff consisted of four pupil-teachers and two monitresses, of whom one belonged to the Established Church, four were Roman Catholics, and one was a Wesleyan.

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I know of no district in Ireland where a supply of well-trained young teachers is so much required as in Enniscorthy. I believe that it is only by making the Enniscorthy Model School effective for this purpose, that any adequate return will be rendered to the public for the large expenditure which has been incurred.

Already one young man, who was very distinguished as a student pupil-teacher, has been appointed from the institution to the charge of an important country school. Others will soon be prepared to go out, and in this way much improvement might be anticipated in a district which has heretofore been deprived of such advantages.

The tables which I append indicate progress, notwithstanding the opposition to which I have already referred. The schools were opened in August, 1862, and at the end of that year the total number of pupils enrolled amounted to forty-seven.

The total number of pupils appearing on the rolls for 1863 amounted to 104, and the number remaining on rolls at the end of the year was seventy-eight.

TABLE I.—State of Attendance, the amount of School-fees, and the amount received for requisites sold at reduced prices during the year 1863 :—

	Boys.	Girls.	Infants.	Total.
Average No. on rolls,	27·6	18·3	25·2	71·1
Average in attendance excluding Saturday,	20·6	13·4	18·4	52·4
Average for every day school was open,	21·	13·8	17·4	52·2

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School-fees received,	14 15 10	10 14 6	11 13 6	37 3 10
Requisites sold at half price,	2 5 5	1 10 9½	0 10 3½	4 6 6

TABLE II.—Rates of Payment of Pupils on Rolls at the end of the year 1863 :—

		Boys.	Girls.	Infants.	Total.
1863,	5*s.* per quarter,	14	5	7	26
	2*s.* 6*d.* „	9	15	18	42
	1*s.* „	3	2	5	10
Total,		26	22	30	78

TABLE III.—Total Number of Pupils appearing on the Rolls for 1863, classed according to rates of payments:—

		Boys.	Girls.	Infants.	Total.
1863,	5*s.* per quarter,	19	9	7	35
	2*s.* 6*d.* „	12	21	21	54
	1*s.* „	8	2	5	15
Total,		39	32	33	104

TABLE IV.—Religious Denomination of Pupils in attendance in 1863 :—

Department.	Of Pupils on Roll at end of 1863.					Of the total No. of Pupils on the Rolls for 1863.				
	E. C.	R. C.	Pres.	Others.	Total.	E. C.	R. C.	Pres.	Others.	Total.
Boys,	23	2	1	–	26	33	4	1	1	39
Girls,	12	5	–	5	22	17	6	2	7	32
Infants,	18	2	–	10	30	19	2	–	12	33
Total,	53	9	1	15	78	69	12	3	20	104

TABLE V.—The Centesimal Proportion of the actual to the possible Attendance of each Class during the year 1863:—

Class.	Boys.	Girls.	Infants.	Total.
First,	65·5	–	70·3	67·9
Second,	63·1	63·5	86·4	71·
Sequel,	84·1	73·9	90·9	82·9
Third,	73·1	74·2	–	73·6
Fourth,	70·5	80·4	–	75·5
Fifth,	87·6	–	–	87·6
Entire school,	74·5	72·3	76·8	74·5

TABLE VI.—Classification of Pupils on the Rolls at the end of the year 1863:—

Subjects.	Boys.	Girls.	Infants.
Lesson Books:			
Book I.,	–	–	20
„ II.,	2	8	5
Sequel,	5	6	5
Book III.,	14	5	–
„ IV.,	3	3	–
„ V.,	2	–	–
Total,	26	22	30
Sacred Poetry,	–	–	9
Grammar:			
Parts of speech *only*,	–	14	28
Parsing and syntax,	23	8	–
Derivations,	11	8	–
Composition,	5	3	–
Geography:			
Lessons on maps *only*,	–	3	20
From text-books:			
Local,	26	19	5
Mathematical and physical,	11	3	–
Arithmetic:			
Tables *only*,	–	–	20
Simple rules,	8	13	10
Compound do.,	5	3	
Proportion,	3	3	–

Subjects.	Boys.	Girls.	Infants.
Arithmetic—*continued.*			
Practice, interest, &c.,	10	3	–
Mental,	26	14	–
Writing:			
On slates *only*,	–	–	20
„ paper,	26	22	10
From dictation,	26	14	–
Branches for females:			
Sewing,	–	22	–
Knitting,	–	14	–
Embroidery,	–	6	–
Cutting-out,	–	3	–
Extra branches:			
British Poets,	5	–	–
Mensuration,	4	–	–
Geometry,	5	–	–
Algebra,	5	–	–
Book-keeping,	5	–	–
Trigonometry,	2	–	–
Reasoning,	5	–	–
Agriculture,	1	–	–
Navigation,	1	–	–
Music,	26	22	30
Drawing,	14	22	–
Physical and applied science,	5	–	–
Modern languages,	3	–	–

The public examination of the schools was held on the 4th of December. Two previous days were occupied by myself and the efficient District Inspector, Mr. Dugan, in the private examination of the several classes.

In the male department we found the reading generally good, penmanship satisfactory, the pupils being taught a round, bold hand. Arithmetic in the higher classes very good; in the lower rather inferior. Grammar and geography good; writing from dictation in some cases defective.

In geometry, algebra, and trigonometry, the progress effected in fifth class was highly satisfactory.

In the female department we found the reading expressive and intelligent, the penmanship large and bold, but rather angular; arithmetic very fairly advanced; writing from dictation generally very good; grammar satisfactory; geography in some classes rather low, this sub-

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ject not having been much attended to by any of the pupils previous to their entering the model school. In all the classes we had much reason to be satisfied with the relative progress effected within the year.

In the infants' school the children acquitted themselves to our perfect satisfaction; the senior drafts have very correct ideas on grammar and geography, so far as they have been taught. In arithmetic the proficiency was excellent. A Sequel class has been prepared by Miss M'Alister, whose answering on all the subjects required for this class was most gratifying. The reading and recitation of these children were highly creditable.

Drawing has been taught by the head master in the boys' school, and by Miss M'Alister (infant mistress) to the paid monitresses and the girls. Extra time is devoted to this subject. The proficiency attained by some of the girls in the drawing of geometric outlines is very considerable.

In vocal music the girls made great progress under the tuition of Miss Bartlie, the assistant mistress. Arrangements were made to secure the attendance of Mr. Washington twice each month, and the results attained within a very short period were creditable to all the parties concerned. The superiority of the girls as compared with the boys proved most satisfactorily with what care Miss Bartlie had attended to this part of her duty.

The attendance on the day of thepublic examination was very considerable. Teachers and pupils acquitted themselves in a very satisfactory manner. The answering of all the pupils was listened to with great interest; and it was universally acknowledged that at no former period in the history of Enniscorthy could there have been such an exhibition of educational progress.

Among the songs given on the occasion were the following:—"No, not more welcome;" "The Jessamine Tree;" "Has sorrow thy young days shaded?" (solo); "Irish Melody;" "The Violet;" "National Anthem," &c.

Certificates and premiums were awarded to those who had proved themselves worthy, and a special valuable premium was awarded by Mr. Dugan, the District Inspector, for proficiency in vocal music.

While the enemies of the Enniscorthy Model School may congratulate themselves on their success in keeping so many away from the manifest and acknowledged advantages which it offers, the friends of educational progress have no reason either to despair or despond as to its ultimate success.

I have the honour to be, Gentlemen, your very obedient servant,

W. A. Hunter, Head Inspector.

The Secretaries, &c.

Kilkenny.

No. 23.—Report on the Kilkenny District Model School, for the year 1863, by W. A. Hunter, Esq., Head Inspector.

Dublin, March, 1864.

Gentlemen,—I have now the honour to submit my report on the Kilkenny Model School for the year 1863.

No change has taken place as regards the teaching staff within the year. In the course of the previous year new appointments were

made to the office of head teacher in each of the three departments of which the school is composed. It is highly satisfactory to me to have it in my power to report, after the experience of the past year, that these teachers have proved themselves worthy of the trust reposed in them by the Commissioners, and that their earnest and faithful efforts to maintain the previous high character of the institution, have been eminently successful.

In presenting my report for the year 1862 it was my pleasing duty to refer to the progressive character of the attendance for that year as compared with the year 1861 ; this progress has been still more marked for the year just terminated.

This steady progress was unexpectedly interrupted in the month of November, in consequence of the exertions of the Roman Catholic clergy to remove from the schools the pupils of that denomination—exertions which were so far successful, as to induce the withdrawal of about 50 per cent. of the Roman Catholic children. The average daily attendance in the month of October was, for boys, 95 ; for girls, 83 ; and for infants, 94. In November it was for boys, 77 ; for girls, 55 ; and for infants, 61. In December the averages were—boys, 64 ; girls, 46 ; and infants, 50. Had not the character of the school been thoroughly established, not merely as regards soundness and efficiency in an educational point of view, but likewise as regards the perfect fairness and impartiality pervading the religious instruction, a much more serious reduction in the number would no doubt have been effected.

TABLE I.—Showing the State of Attendance, the amount of School-fees received, and the amount received for Requisites sold at reduced prices, for the year 1863:—

	Boys.	Girls.	Infants.	Total.
Average number on rolls,	107·3	90·	88·9	286·2
Average in attendance, excluding Saturdays, &c.,	86·	72·	69·5	227·5
Average for every day school was open,	84·9	70·	66·3	221·2

	£ s. d.	£ s. d.	£ s. d.	£ s. d.
School fees received,	48 9 3½	31 9 3½	23 8 7½	103 7 2½
Requisites sold at half-price,	13 1 1½	5 19 4¾	3 2 10	22 3 4¼

It is satisfactory to observe from these returns that the attendance on Saturdays was very nearly equal to that on the other days : in the boys' school, the average is diminished by 1 ; in the girls' school there are 2 less; and in the infants', about 3 less. Such numbers speak well for the attention of the teachers in enforcing regularity, as, without this, and where this is wanting, results so satisfactory are never obtained.

The following were the returns of attendance for the two previous years :—

		Boys.	Girls.	Infants.	Total.
1861	Average on rolls,	50·5	54·5	59·9	164·9
	Average daily attendance,	44·6	47·2	52·2	144·
1862	Average on rolls,	68·7	64·6	79·6	212·9
	Average daily attendance,	57·4	58·	66·3	131·7

Hence, while the average of 1862 exceeded that of 1861 by 38, the average of 1863 exceeds that of 1862 by about 40.

The increase in school-fees is still higher in proportion for the year

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now ended. There was an increase in 1862 over 1861, amounting to £10 13*s.* 10½*d.*, while the increase in 1863 over 1862 is £24 1*s.* 8½*d.*

In 1861 requisites at half price were sold, amounting to £8 1*s.* 2*d.*; in 1863 the amount was £22 3*s.* 4½*d.*

TABLE II.—Rates of Payment of Pupils appearing on Rolls at the end of the year 1863.

Rates.	Boys.	Girls.	Infants.	Total.
5*s.* per quarter,	23	3	3	29
2*s.* 6*d.* „	21	19	5	45
1*s.* 1*d.* „	26	22	47	95
Total,	70	44	55	169

TABLE III.—Total Number of Pupils appearing on Rolls for 1863, classed according to rates of payment.

Rates.	Boys.	Girls.	Infants.	Total.
5*s.* per quarter,	34	12	7	53
2*s.* 6*d.* „	61	56	22	139
1*s.* 1*d.* „	79	89	154	322
Total,	174	157	183	514

TABLE IV.—Showing Religious Denominations of Pupils on Rolls at the end of the year 1863.

	Boys.	Girls.	Infants.	Total.
Established Church,	23	5	4	32
Roman Catholics,	40	39	48	127
Presbyterians,	2	–	3	5
Others,	5	–	–	5
Total,	70	44	55	169

TABLE V.—Showing total Number of Pupils on Rolls for the year 1863, classed according to Religious Denominations.

	Boys.	Girls.	Infants.	Total.
Established Church,	35	9	13	57
Roman Catholics,	132	148	166	446
Presbyterians,	2	–	3	5
Others,	5	–	1	6
Total,	174	157	183	514

TABLE VI.—Showing Literary Classification of Pupils at the end of the year 1863.

Subjects.	Boys.	Girls.	Infants.	Total.	Subjects.	Boys.	Girls.	Infants.	Total.
Lesson Books:					Geography:				
Book I.,	6	–	22	28	Lessons on Maps *only*,	13	12	47	72
„ II.,	7	8	25	40	From Text-Books,	57	32	8	97
Sequels,	18	8	8	34	Mathematical & Physical,	39	19	–	58
Book III.	18	9	–	27					
„ IV.,	10	11	–	21					
„ V.,	11	8	–	19					
Total,	70	44	55	169	Arithmetic:				
					Tables *only*,	6	–	22	28
Grammar:					Simple Rules,	7	12	33	52
Parts of Speech *only*,	22	16	33	71	Compound do.,	18	4	–	22
Parsing, &c.,	48	28	–	76	Proportion,	18	9	–	27
Derivations,	21	19	–	40	Practice, Interest, &c.,	21	19	–	40
Composition,	39	19	–	58	Mental,	70	44	55	169

TABLE VI.—Showing Literary Classification of Pupils at the end of the Year 1863—*continued.*

Subjects.	Boys.	Girls.	Infants.	Total.	Subjects.	Boys.	Girls.	Infants.	Total.
Writing:					Extra Subjects:				
On Slates *only*, .	6	–	22	28	British Poets, .	21	28	–	49
„ Paper, . .	64	44	33	141	Mensuration, .	14	–	–	14
From Dictation, .	64	44	33	141	Geometry, . .	21	–	–	21
					Algebra, . . .	14	–	–	14
					Book-keeping, .	14	–	–	14
Branches for Females:					Trigonometry, .	10	–	–	10
Sewing, . .	–	44	–	44	Music, . .	70	44	55	169
Knitting, . .	–	5	–	5	Physical Science, .	39	–	–	39
Netting, . .	–	3	–	3	Reasoning, . .	21	–	–	21
Embroidery, .	–	2	–	2	French, . . .	14	6	–	20
Cutting-out, .	–	4	–	4	Drawing, . .	70	44	–	114

Vocal music continues to receive due attention. The progress made by the pupils has been such as to warrant me in speaking in the highest terms of the success of the teacher of this branch—Mr. James Washington.

Within the year I succeeded in obtaining the sanction of the Commissioners to an arrangement by which the services of Mr. M'Cloy, who is the drawing master employed in Waterford Model School, have been likewise secured for Kilkenny. By this arrangement more than double the number of pupils have been brought under Mr. M'Cloy's instruction, while the additional expenditure is but trifling.

On the 28th of August His Excellency the Lord Lieutenant was pleased to honour the schools with a visit. He was received on the occasion by Dr. Newell, Chief of Inspection, who, with Mr. Harkin, the District Inspector, and myself, accompanied him through the several departments. His Excellency was pleased to express his very marked approval of the performance of the singing classes, which were under the direction of the teacher of music, Mr. James Washington.

Classes were afterwards examined on subjects selected by His Excellency in each of the departments. He appeared much pleased with the answering, and complimented the teachers on the success which had attended their efforts.

On leaving the establishment, His Excellency was pleased to observe that he was highly gratified with the results he had witnessed.

The annual public examination was held on the 23rd of December, immediately before the Christmas vacation. The classes, as usual, had been previously examined by the District Inspector and myself on an extensive programme. It is evident that absolute answering, without reference to time in class, would afford no just test of the merits of a teacher, or the progress of a pupil; but when we considered that, with very respectable attainments in the several classes, we could associate rapid promotion from one class to another, the value of the answering became greatly enhanced.

The attendance of the public on the day of the examination was, as usual, both numerous and respectable. A letter of apology was received from the Very Reverend the Dean of Ossory, expressing the regret which he felt that he was prevented by illness from attending the examination.

Among the striking features of this examination might be mentioned the proficiency of the highest class in the infant school in writing from dictation. The pupils of this class had been previously tested by requiring them to write on paper from memory some of the pieces of poetry which they had learned, and the precision and accuracy dis-

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played by children of seven and eight years of age, in an exercise seldom attempted in infant schools, appeared perfectly wonderful.

The well-merited reputation which the school has obtained for proficiency in music was fully upheld. Both in solo-singing and in concerted pieces the performances afforded the utmost satisfaction.

Kilkenny.

While the Kilkenny Model School has accomplished much within the past year in the way of advancing the education of the rising generation in this ancient city, it is not to be concealed that its usefulness has been impeded and its progress retarded, not merely by the apathy of parents and others, but by the positive opposition and avowed hostility of the bishops and clergy both of the Established and Roman Catholic Church. As this hostility sometimes seeks opportunity for its development in the establishment and support of schools which are exclusive and denominational, and in which the educational standard must be kept sufficiently high to prevent pupils being drawn away to the model school, it is not entirely obstructive in its action. If these denominational and exclusive schools could only be conducted in a spirit of toleration towards those that are established on the open principle of freedom for all and exclusion of none, a healthy rivalry might follow. Such toleration, however, seems altogether incompatible with their existence.

With reference to the attention and proficiency of the pupil-teachers and paid monitresses I can report in the most satisfactory terms. Their progress can in no way be retarded by any diminution in the attendance of the ordinary day pupils. In a few instances clerical influence has led to the withdrawal of some of these young candidate teachers, but there is never any difficulty in finding eligible successors; the only disadvantage is, that the removal, previous to the time when the course of training is complete, must have a detrimental effect in the future prospects of the teacher so removed. The care which the head teachers in the several departments have been bestowing on the teaching and training of these, the future teachers of the country, is highly satisfactory and must be productive of the happiest results.

I have the honour to be, gentlemen, your very obedient servant,

W. A. Hunter, Head Inspector.

The Secretaries, &c.

Waterford. No. 24.—Annual Report on the Waterford District Model School, for the year 1863, by W. A. Hunter, Esq., Head Inspector.

Dublin, March, 1864.

Gentlemen,—I have now the honour to submit, for the information of the Commissioners, my report on the Waterford District Model School, for the year 1863.

The buildings have been kept in a satisfactory state, the grounds are highly ornamental, and an important addition has been made to the accessories of the playground by the erection of an excellent ball-court.

No change has been made in the teaching staff; the same head teachers who were appointed, at the opening of the schools, to the charge of the male, female, and infant departments, are still in the establishment.

Vocal music is taught, as formerly, by Mr. James Washington. I made arrangements whereby he was enabled to give separate instruc-

tion to the pupil-teachers and monitresses, with the special object of qualifying them to teach this branch; and I am happy to be able to state that this object was so far accomplished that instruction in music could be regularly imparted in both male and female schools during Mr. Washington's absence. Considering that Mr. Washington is now giving instruction in four district model schools, it is of the greatest importance that there should be some teacher in each qualified to keep up the practice of music, and to give elementary lessons on the theory, scales, &c. Moreover, it is in this way that the young persons in training can be qualified for teaching music with success, subsequently, in their own schools. Viewing the matter in this light, I regard it as an advantage rather than otherwise, that Mr. Washington has been required to divide his services over so many schools.

Although the time devoted to drawing has been somewhat diminished, satisfactory progress has been made. In this branch, as in music, pupil-teachers and monitresses have been required to teach as well as to learn.

In no department of the institution has the progress been so marked for the past year as in the maritime school. In all the other schools there has been a slight decrease in attendance—in the maritime, there has been an increase; and in no year since the opening have so many from the school succeeded in obtaining certificates under the examinations of the Board of Trade.

In the course of the year 1862 I suggested to the Commissioners an alteration as to mode of admission, rates of payment, &c. I believe the change was most beneficial: the total number of pupils for 1862 was 41, while for 1863 the number increased to 65.

In accordance with the arrangement to which I referred in my report for 1862, the pupil-teachers in the establishment have received regular instruction in navigation and practical surveying; and within these two years twelve pupil-teachers have been thus instructed. With the view of imparting a stimulus to exertion, and at the same time of rendering this department still more efficient, I submitted to the Commissioners the propriety of having one *navigation* pupil-teachership attached to the school, to be awarded to the best answerer in a prescribed course of geometry, trigonometry, and algebra, and to be open to all the competitors for pupil-teacherships in my group of districts; such pupil-teachership, when awarded, to have connected with it, in addition to the usual advantages, a small sum annually—say four or six pounds; this being the only additional expenditure involved. I feel satisfied that the proposed scheme would have been found to work well, and I may be allowed again to suggest it for the further consideration of the Commissioners.

I have had a return made out, showing the names, class of certificate, time and place of examination, of all the seamen who have been prepared at the Waterford Maritime School since 1857. This return, it must be observed, has reference to adult seamen only, there being at all times a class of boys in attendance who were receiving a more thorough, because a more scientific, course of instruction, while the seamen were obliged to content themselves, in many instances, with acquiring a mechanical aptness in working the rules necessary to enable them to manage their ship. The total number of such seamen is thirty-five, of which twenty have passed within the last three years, viz., five in 1861, six in 1862, and nine in 1863. Of these twenty, I find that two obtained certificates as "chief engineer," six as "master," two as "first mate," seven as "only mate," one as "mate—home trade," and

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two as "second mate." Two passed in Bristol, three in Liverpool, and the remainder in Cork. So far as I have been able to ascertain, no candidate for a certificate was ever rejected who was prepared at the school. It is certain that within the last three years only twenty offered, and they all passed.

I now beg to append some tables which will enable the Commissioners to obtain an accurate estimate of the progress of the *ordinary* departments of the school for the last year.

TABLE I.—Showing the state of Attendance, the Amount of School-Fees, and the Amount received for Requisites sold at reduced prices, for the years 1862 and 1863.

	Averages.			Amount of	
	On Rolls.	In attendance, excluding Saturdays.	In attendance on every day School was open.	School-Fees received.	Requisites sold at Half-price.
				£ s. d.	£ s. d.
1862.					
Boys,	86·	64·2	61·6	45 2 5	8 18 10
Girls,	70·4	55·8	53·8	31 1 3	7 5 0
Infants,	60·	49·	45·3	19 4 11	1 10 4
Total,	216·4	169	160·7	95 8 7	17 14 2
1863.					
Boys,	72·7	59·6	58·	45 14 2	9 5 3½
Girls,	61·5	50·1	47·8	29 14 0	6 7 11½
Infants,	53·3	41·	38·3	16 16 1	1 10 8
Total,	187·5	150·7	144·1	92 4 3	17 3 11

The opposition given by the Roman Catholic clergy to the Model schools has been felt in Waterford as in other places. It is chiefly owing to this that the decrease which is observable in the attendance has taken place. I may remark, however, that the attendances in the male and female departments show an increase for the months of November and December, 1863, when compared with the same months of 1862. In the infant department only is there a decrease for these months.

TABLE II.—Number of Pupils on Rolls at end of the years 1862 and 1863, classed according to Rates of Payment.

		Boys.	Girls.	Infants.	Total.
1862,	At 5*s.*,	34	12	4	50
	„ 2*s.* 6*d.*,	26	20	12	58
	„ 1*s.* 1*d.*,	23	28	35	86
	Total,	83	60	51	194
1863,	„ 5*s.*,	35	18	6	59
	„ 2*s.* 6*d.*,	32	28	14	74
	„ 1*s.* 1*d.*,	12	15	31	58
	Total,	79	61	51	191

TABLE III.—Total Number of Pupils on Rolls during year 1863, so classed.

	Boys.	Girls.	Infants.	Total.
At 5*s.*,	48	24	8	80
„ 2*s.* 6*d.*,	50	40	27	117
„ 1*s.* 1*d.*,	40	49	71	160
Total,	138	113	106	357

TABLE IV.—Religious Denominations of Pupils on Rolls at end of each year, as annexed.

	Religious Denominations.	Boys.	Girls.	Infants.	Total.
1862,	Established Church,	39	27	18	84
	Roman Catholics,	26	32	29	87
	Presbyterians,	10	1	4	15
	Others,	8	–	–	8
	Total,	83	60	51	194
1863,	Established Church,	43	20	23	86
	Roman Catholics,	23	33	21	77
	Presbyterians,	5	5	7	17
	Others,	8	3	–	11
	Total,	79	61	51	191

TABLE V.—Religious Denominations of all Pupils on Rolls for the years 1862 and 1863.

	Religious Denominations.	Boys.	Girls.	Infants.	Total.
1862,	Established Church,	57	43	30	130
	Roman Catholics,	68	92	70	230
	Presbyterians,	12	6	7	25
	Others,	10	–	–	10
	Total,	147	141	107	395
1863,	Established Church,	62	37	36	135
	Roman Catholics,	52	68	60	180
	Presbyterians,	12	5	10	27
	Others,	12	3	–	15
	Total,	138	113	106	357

TABLE VI.—Classification of Pupils on the Rolls on the 9th January, 1864, after resuming business.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	–	–	24	Proportion,	15	12	–
„ II.,	18	11	13	Practice, Interest, &c.,	16	7	–
Sequels,	26	22	8	Mental,	75	62	45
Book III.,	15	10	–				
„ IV.,	10	12	–	Writing:			
„ V.,	6	7	–	On Slates *only*,	–	4	25
				„ Paper,	75	58	20
Total,	75	62	45	From Dictation,	57	50	–
Grammar:				Branches for Females:			
Parts of Speech *only*,	33	21	45	Sewing,	–	22	–
Parsing and Syntax,	42	41	–	Knitting,	–	6	–
Derivations,	31	29	–	Netting,	–	5	–
Composition,	16	19	–	Embroidery,	–	11	–
				Cutting-out,	–	19	–
Geography:							
Lessons on Maps *only*,	18	11	37	Extra Branches:			
From Text-Books:				British Poets,	16	19	–
Local,	26	22	8	Mensuration,	16	–	–
Mathematical and Physical,	31	29	–	Geometry,	16	–	–
				Algebra,	16	–	–
				Book-keeping,	16	–	–
Arithmetic:				Music,	75	62	45
Tables *only*,	–	–	24	Drawing,	75	62	–
Simple Rules,	18	21	21	Physical and Applied Science,	31	–	–
Compound do.,	26	22	–				

The annual public examination was held on Monday, the 21st December; this arrangement being made so as to have it immediately preceding the closing of the schools for Christmas.

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In accordance with the wish of the Commissioners, as intimated some time previously, a place was assigned to the maritime school in the examination. It would have been manifestly improper, even if practicable, to have introduced the adult seamen for examination; but an interesting class of boys was introduced and submitted to a searching examination on the various branches connected with the navigation course, including the use of instruments. The answering of this class was highly satisfactory.

In all the other departments the answering was such as to elicit the approbation of a numerous and highly respectable auditory. It was gratifying to observe so many of the parents of the children present, who manifested a very natural interest in the proceedings.

In the course of the examination the usual pleasing variety was introduced by the performance of the singing classes under Mr. Washington.

The *Waterford Mail*, in noticing the examinations, observes—"Were all the National schools in Ireland as complete in every respect as the Waterford Model School, it would leave but little to be looked for in the way of education for the lower class. Each child receives not only a good secular education, but religious instruction is given separately to each religious denomination every day, and the clergy of each persuasion are specially invited to attend every Friday to give such further religious instruction as they may consider necessary."

At the conclusion of the proceedings the Very Rev. the Dean of Waterford said (as reported in the same paper) "he was happy to be enabled to bear his testimony to the attention and diligence manifested by the children of the Established Church in these schools, who regularly attended his Scripture class every week, and whose answering on those occasions gave evidence of their daily reading of the Bible during the intervals between his visits. In giving his hearty approval to the National system, he felt that he was only sanctioning a principle that all classes and parties allowed in the education of the children of the higher classes and in that of the lowest. In all the royal foundation and other endowed schools, as well as in Trinity College, Dublin, a similar system was pursued, namely, that of combined secular, and separate religious instruction, and the same principle and plan prevailed in the workhouse schools; and he never could understand why children such as those whom they saw there to-day, of a middle class, should be denied the same boon of a secular and moral education (without requiring them to receive our system of religious instruction) as was extended to the children of the gentry, as well as to those of the paupers in our poorhouses."

As on previous occasions, the specimens of drawing and of needlework exhibited were pronounced to be highly satisfactory.

With reference to the previous preliminary examination of the pupils, conducted by Mr. Eardley and myself, there is no special feature which calls for observation.

Within the past year the progress of the pupil-teachers and paid monitresses was satisfactory. Three of the former have been appointed to the charge of National schools, and one emigrated to America. One paid monitress was taken up to Marlborough-street for further training, one became a visiting teacher, and one was appointed temporary assistant in Kilkenny Model School.

On the 11th of December, the institution was honoured by a visit from the Right Honourable Sir Robert Peel, Chief Secretary for Ireland. Sir Robert's visit was entirely unexpected, and it was only after he had been for some time in the establishment, and after he had been pleased

to announce his name, that he was known to the teacher or the local Inspector. He made minute inquiries as to the general working of the school, and the comparative diminution in the attendance. He appeared especially satisfied with the maritime school, and the progress it had made.

I have the honour to be, gentlemen, your very obedient servant,
W. A. Hunter, Head Inspector.

The Secretaries, &c.

Waterford.

No. 25.—Annual Report on the Galway District Model School, for the year, 1863, by W. A. Hunter, Esq., Head Inspector. *Galway.*

Dublin, March, 1864.

Gentlemen,—I have now the honour to submit the annual report, for the year 1863, on the Galway District Model School, which was placed under my charge after the promotion of Dr. Newell to the office of Chief of Inspection.

In Dr. Newell's report for 1862, which is dated February, 1863, he refers to the "great blow" which the school had received while he was preparing his report—referring to the circumstances that owing to the denunciation of the Roman Catholic Bishop of Galway, 199 Roman Catholic pupils had been withdrawn, and that the monitresses of that denomination had been directed to resign.

I regret to be compelled to report that the opposition which was then commenced has been continued, and that consequently a considerable number have felt themselves compelled to forego advantages which were calculated and designed to promote their elevation in the social scale.

The number of pupils on the rolls, which reached 380 at the end of 1862, was reduced to 180 by the end of March, 1863; from that time, however, the attendance began gradually to improve, till in October and November the number on rolls exceeded 250. The highest average for any month in the year was reached in September, in which month there was an average of 95 boys, 42 girls, and 68 infants, making a total of 205.

The business of the school, as a preparatory training establishment, has in no degree suffered from the reduction in the attendance of the ordinary day pupils. A large attendance of such pupils is in no way essential to the success of a normal training school; on the contrary it may be questioned whether heretofore, in consequence of this large attendance, we have not been exacting too much in the way of laborious, incessant teaching from the young persons who fill the positions of pupil-teachers and paid monitresses in our model schools. Certain it is that with such young persons in the training establishments of Great Britain and the Continent the work of the teacher is altogether subservient to the business of the student, while in our model schools the reverse has been the case. For the purpose of training there is no necessity for very large day schools, and no necessity to have pupil-teachers told off in a certain ratio to the number of pupils. I can speak in the highest terms of the proficiency of the pupil-teachers and monitresses, which, in all probability, is considerably greater in proportion as a less amount of the business of teaching has been required at their hands.

I now beg to annex some tables that will show exactly the extent of the diminution of the attendance for 1863 as compared with 1862. I may premise that, as will be seen by the report for 1862, the attendance for that year was the largest that has been reached in any year since the opening.

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TABLE I.—Showing the state of Attendance, the Amount of School Fees received, and the Amount received for Requisites sold at reduced prices, for the years 1862 and 1863.

—	Average on Rolls.	Average in attendance, excluding Saturdays, &c.	Average for every day School was open.	School-Fees received.	Requisites sold at Half-price.
				£ s. d.	£ s. d.
1862.					
Boys,	214·	165·	159·	112 10 0	17 4 5
Girls,	77·1	63·1	62·0	39 17 10	5 9 2½
Infants,	101·5	80·5	70·2	44 11 0	2 15 3½
Total,	392·6	308·6	291·2	196 18 10	25 8 11
1863.					
Boys,	114·	79·	77·	60 16 8	16 5 8½
Girls,	48·3	35·8	33·5	25 19 7	3 19 8½
Infants,	76·4	57·	54·1	30 11 3	1 18 8½
Total,	238·7	171·8	164·6	117 7 6	22 4 1

TABLE II.—Rates of Payment of Pupils on Rolls at the end of each year, as annexed.

	Rates.	Boys.	Girls.	Infants.	Total.
1862,	5*s.* per quarter,	81	22	15	118
	2*s.* 6*d.* „	82	30	49	161
	1*s.* 1*d.* „	47	19	36	102
	Total,	210	71	100	381
1863,	5*s.* per quarter,	45	16	10	71
	2*s.* 6*d.* „	44	22	27	93
	1*s.* 1*d.* „	32	16	21	69
	Total,	121	54	58	233

TABLE III.—Total Number of Pupils appearing on the Rolls for 1862 and 1863, classed according to Rates of Payment.

	Rates.	Boys.	Girls.	Infants.	Total.
1862,	5*s.* per quarter,	132	31	23	186
	2*s.* 6*d.* „	129	45	66	240
	1*s.* 1*d.* „	66	35	64	165
	Total,	327	111	153	591
1863,	5*s.* per quarter,	114	33	24	171
	2*s.* 6*d.* „	110	42	68	220
	1*s.* 1*d.* „	67	31	52	150
	Total,	291	106	144	541

TABLE IV.—Religious Denominations of Pupils on Rolls at the end of each year, as annexed.

		Boys.	Girls.	Infants.	Total.
1862,	Established Church,	17	13	17	47
	Roman Catholics,	182	53	67	302
	Presbyterians,	9	1	8	18
	Other Denominations,	2	4	8	14
	Total,	210	71	100	381
1863,	Established Church,	27	18	17	62
	Roman Catholics,	84	25	14	123
	Presbyterians,	1	3	9	13
	Other Denominations,	9	8	18	35
	Total,	121	54	58	233

TABLE V.—Total Number of Pupils on Rolls for the years 1862 and 1863, classed according to Religious Denominations.

		Boys.	Girls.	Infants.	Total.
1862,	Established Church,	28	14	25	67
	Roman Catholics,	284	89	107	480
	Presbyterians,	9	2	10	21
	Other Denominations,	6	6	11	23
	Total,	327	111	153	591
1863,	Established Church,	35	22	28	85
	Roman Catholics,	241	71	82	394
	Presbyterians,	6	3	13	22
	Other Denominations,	9	10	21	40
	Total,	291	106	144	541

TABLE VI.—Classification of the Children on Rolls on the 31st December, 1863.

Subjects.	Boys.	Girls.	Infants.	Subjects.	Boys.	Girls.	Infants.
Lesson Books:				Arithmetic—*continued.*			
Book I.,	–	–	29	Compound Rules,	30	8	–
„ II.,	34	12	27	Proportion,	18	10	–
Sequel,	30	17	2	Practice, Interest, &c.,	39	7	–
Book III.,	18	8	–	Mental,	57	54	–
„ IV.,	33	10	–				
„ V.,	6	7	–	Writing:			
				On Slates *only*,	–	–	46
Total,	121	54	58	„ Paper,	121	54	12
				From Dictation,	58	42	–
Grammar:							
Parts of Speech *only*,	64	29	29	Branches for Females:			
Parsing and Syntax,	57	25	–	Sewing,	–	54	–
Derivations,	39	17	–	Embroidery,	–	4	–
Composition,	39	17	–	Cutting-out,	–	17	–
Geography:				Extra Branches:			
Lessons on Maps *only*,	34	12	56	British Poets,	39	25	–
From Text-Books:				Mensuration,	39	–	–
Local,	30	17	2	Geometry,	39	–	–
Mathematical and Physical,	57	25	–	Algebra,	39	–	–
				Book-keeping,	39	–	–
				Music,	55	54	58
Arithmetic:				Drawing,	121	54	58
Tables *only*,	–	–	29	Physical and Applied Science,	39	–	–
Simple Rules,	34	29	29				

As Mr. Wilson has so long and so efficiently discharged the duties of District Inspector in immediate charge of this school, with the working of which he is consequently thoroughly conversant, I availed myself of his assistance in drawing up a joint report on the annual examinations, which were held in October and November.

In the teaching staff no change has been made. The head teachers appear to me admirably qualified for the discharge of their respective duties; the assistants are equally diligent and attentive. In the face of much that is calculated to discourage and dishearten, they have manifested by unswerving devotedness and steady perseverance that they have a faith in their mission.

I have the honour to remain, gentlemen, your very obedient servant,

WILLIAM A. HUNTER, Head Inspector.

The Secretaries, &c.

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No. 26.—Joint Report by W. A. Hunter, Esq., Head Inspector, and D. M. Wilson, Esq., District Inspector, upon the Examination of the Pupils of the Galway District Model School, for the year 1863.

Gentlemen,—We beg to forward for the information of the Commissioners this our report on the annual examination of the Galway District Model School for the year 1863.

Eight days in October and the beginning of November were occupied by us in the private and preliminary examination of the pupils, and an accurate record was kept of the answering of every child We were thus enabled to determine with precision their relative merits; but in allocating the premiums we took also into account their general attention to business during the year, as evidenced by their judgment books, and in some instances we excluded good answerers because of the unsatisfactory nature of these records.

In the male school we examined 99 boys, subdivided into ten drafts. The course for the higher classes, in addition to the usual subjects, included English literature, algebra, mensuration, geometry, book-keeping, natural philosophy, and physical geography. Written exercises were given in several of the branches.

The reading of 76 per cent. was good or fair. Several read with great intelligence. Some of the junior classes read poorly. The answering of the senior classes in geography and "Spelling-book Superseded" was somewhat defective, but they had a fair knowledge of the other branches; their penmanship was good, and they wrote fairly from dictation. The junior classes, with the exception of the lowest draft of second, were well prepared on the prescribed subjects.

The promotions from class to class in the male department during the year amounted to 74, being 93·7 per cent. of the average attendance. This is most satisfactory.

In the female school we examined 46 girls. Their programme embraced an extensive and practical course of instruction, and their general answering was very fair. They read well, and their replies showed considerable intelligence. Their penmanship was good, and they wrote exercises from dictation with a fair degree of accuracy, There were eight drafts in this department.

The promotions from class to class in female department during the year were 89·4 of the average attendance.

In the infant school there were four classes examined for premiums, viz., three drafts of second class and a Sequel class. Of 8 pupils reading Sequel book, 6 answered more than 50 per cent. of the questions asked, some of whom attained a per-centage of 77. These have all been removed into the boys' and girls' schools since the public examination. The second class read and answered very fairly. The first class is subdivided into several sections, and all of them have made excellent progress. Not the least important and gratifying result of their training is the affectionate regard they exhibit for their teachers.

The moral tone of the schools is satisfactory and the discipline excellent.

The elements of *physical science* are taught to the advanced classes of boys by Mr. J. Moylan, Head Master, with several branches of which they had a fair acquaintance.

Drawing is taught to boys and girls on alternate days by Mr. J. Bresland, one of the assistants, and they have made very satisfactory progress, several manifesting considerable artistic talent.

Vocal Music is taught to boys and girls on alternate days, from three

to four o'clock, by Professor Quin, who is specially engaged for this purpose, and whose earnest and successful efforts in training very young children to sing classic music are worthy of special mention.

All kinds of plain and useful *needlework* are taught to the girls by a workmistress, who attends two hours daily. In this branch fair progress has been made.

Public Examination.—The public examination was held on the 5th of November, and though the morning was extremely wet the room was crowded to overflowing. The audience consisted of some of the most respectable inhabitants of the town and neighbourhood of all denominations, together with the parents of the children. Several of the professors of the Queen's College attended.

The proceedings commenced at twelve o'clock, with the examination of the junior classes of boys and girls, conducted by their teachers and monitors. After these left the gallery, the infants were introduced. Their cheerful marching songs, the neatness of their dress, and the order and decorum which marked their movements secured for them a hearty reception. Their accurate and appropriate replies to the questions proposed by their teachers and by the Head Inspector astonished the listeners, who were equally pleased with their reading and singing. When their examination had concluded they retired to their own school-room, marching to their own music with a precision and bearing truly admirable.

The senior girls were next introduced. They were examined by the teachers and some of the professors of the Queen's College, who most cordially aided in this duty. For their kindness in so doing, and for the warm interest they take in the prosperity of the schools, we desire to tender them our sincere acknowledgments. The reading of the girls, and the acquaintance they displayed with grammar, geography, arithmetic, and zoology, deeply impressed the audience.

When they retired after an hour's examination, the senior boys took their places, and were examined by the teachers on various subjects, and by the professors in English literature, natural philosophy, physical geography, political economy, &c., &c.; in all of which subjects the answering was such as to show that their teaching had been careful, exact, and intelligent.

At intervals during the day the girls and boys sang several pieces, under the direction of Mr. Quin, who accompanied them on the harmonium.

The singing afforded the utmost satisfaction; and among the audience were included some excellent amateur musicians, who were surprised that children of such tender years, many of them under ten, could be trained to sing difficult harmonies with such accuracy and expression. Much credit is deservedly due to Mr. Quin for this result, and his exertions contributed not the least attractive part of the day's proceedings. At the close, the boys and girls together sang the National Anthem, the audience all standing, and several joining in the music.

On the walls of the girls' school-room were suspended admirable specimens of mechanical and linear drawings, drawings from models, crayons (plain and coloured), &c., &c., executed by the boys and girls during the year. Many of these were of a high order of merit.

Excellent specimens of penmanship were also exhibited.

A great variety of plain and fancy needlework was displayed on the tables in the same room. It was highly commended by the ladies, both for its utility and the excellence of the workmanship.

The audience remained attentive listeners till the conclusion of the examination, which did not terminate till four o'clock. They seemed deeply interested in, and highly delighted with, all they saw and heard.

Appendix B.

Reports on District and Minor Model Schools.

Galway.

Such was the impression made that persons of the highest respectability have since sent their children to the school, that they may participate in the advantages designed by the Government and the Commissioners for the humblest of the people, but of which many of them have been forcibly deprived.

About two years ago the numbers were so great that additional accommodation had to be provided, and the average attendance for 1862 was 308; for 1863 the average has been only 172. This does not prove any forfeiture of the confidence of the public. Those who have been obliged under threats of ecclesiastical censure to withdraw their children have done so with regret, and with a painful consciousness of the sacrifice of their children's interests which this coercive policy has inflicted upon them.

We are, gentlemen, your obedient servants,

W. A. Hunter, Head Inspector.
D. Martin Wilson, District Inspector.

The Secretaries, &c.

Appendix C.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

APPENDIX C.

General Reports of Head Inspectors, on Schools Inspected and Teachers examined during the year 1863.

The Commissioners, while publishing the General Reports of their Head Inspectors, desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in those Reports, nor do they feel called upon to adopt any suggestions they may contain.

No. 1.—General Report, for the year 1863, upon Schools Inspected and Teachers Examined, by James Patten, Esq., M.D., and LL.D., T.C.D., Head Inspector.

Streamville, Lisburn,
March 14, 1864.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, the following general report on schools inspected and teachers examined by me in the year 1863.

During the time devoted to inspection I visited and reported on 122 schools. In 66 of these the pupils were carefully and strictly examined on all the subjects contained in the programme of their respective classes, and on the results of which detailed reports were forwarded to the office weekly. In the remaining 56 schools my examination was less extended, and was generally confined to the hearing of one or two classes read and spell, a few exercises in arithmetic, or in writing from dictation, an inspection of the children's copy books, examination of the school accounts and other official documents. Yet, in this brief way of proceeding, amounting in time to about twenty or twenty-five minutes on the average, a large amount of information may be obtained as regards the condition and actual working of the schools. I am of opinion that the Head Inspectors should largely increase the *number* of incidental visits during the year. The "Incidental Form of Report" might have some additional queries added to it; the Head Inspector to be permitted to use this form, or the usual "Inspection" form, when reporting on certain schools, according to his discretion, the name "Report on Incidental Visit" to be changed, and the former appellation of "Subsidiary Report" to be resumed.

From long experience, both as Head and District Inspector, I feel con-

fident that what I now propose would be a great improvement on the arrangements at present in operation. *Appendix C.*

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

Your circular of the 14th January, 1863, informed the Head Inspectors that it was the desire of the Board that their annual general reports should in future be as brief as possible, and that they should confine themselves to a short statement of the general results of the schools inspected and visited during the year. In conformity with these instructions, I have strictly limited myself to, I may say, merely statistical details.

The number of schools fully inspected and visited by me last year was not so large as in the previous years, owing to absence on leave for the benefit of my health for one month. The amount of time required for the supervision of such a large number of model schools as are now placed under my general superintendence, the examination of pupils attending these prior to the annual examinations for prizes, the annual examination of teachers, male and female, the examination of monitors, and the other duties inseparable from the office of Head Inspector, must, to a very considerable extent, interfere with the ordinary inspection of schools in his districts.

The number of National schools inspected and visited by me during each of the last five years are as follows :—

	Inspected.	Visited.	Total.
In 1859,	66	58	124
„ 1860,	69	36	105
„ 1861,	80	64	144
„ 1862,	100	84	184
„ 1863,	66	56	122

With the present large number of model schools in my charge, and the other duties of my office being still on the increase, I do not hope to be able either to inspect or visit a much larger number of schools than those reported on for last year, unless that by some modification or contrivance the other duties of Head Inspectors can be diminished.

Influence of the Model Schools on ordinary Schools.—The public examinations, held annually at each model school, have been followed by most satisfactory results; the parents generally attend, and witness with intense interest the answering of their children in public, in the presence of large and, frequently, very distinguished audiences.

The distribution of certificates and prizes at the termination of the examinations, and the word of praise and approbation whispered into the ear of the successful recipient, by the Head and District Inspectors, all tend, in a remarkable degree, to stimulate and encourage, even the most careless and indolent. These yearly exhibitions are in reality competitive examinations, where the parents can measure with ease and facility the comparative proficiency of the pupils of every class, extending over a large and varied programme of instruction, adjusted and carefully adapted to every species of employment or calling which the pupil will be likely to meet with in his passage through life. These examinations are well attended by the teachers of the adjoining districts.

During the year I visited frequently, examined the pupils, and held public examinations, in each of the six model schools in my charge—viz., Belfast, Ballymena, Carrickfergus, Monaghan, Newry, and Newtownards. The Lurgan Model School opened early in March, which adds another to my general charge—making in all, seven model schools.

A separate report on each of these model schools will be transmitted to the office for publication.

Of the 66 schools inspected, 15 were boys' schools, 13 were girls', and 38 were attended by both boys and girls. Of these, fair proportions were conducted by first, second, and third class teachers, and by probationers,

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affording a fair sample of the ordinary condition of town and rural schools in the districts under my general superintendence.

The aggregate average number of pupils on the rolls of 52 of these schools (the details of that number only being taken in full from my note-book) for the twelve months preceding my visits was—

	Males.	Females.	Total.
Aggregate average number of pupils on the rolls,	2,901·6	2,142·4	5,044
" " " for each school,	63	55	–
The average daily attendance,	1,731·6	1,159·6	2,891·2
" " " for each school,	40	30	–
The centesimal proportion of the aggregate average attendance to the aggregate number on rolls,	60	54	–
The aggregate number of pupils present at my visits was,	1,425	1,057	2,482
The average to each school,	–	–	48

The average number on rolls and the number found in attendance correspond very nearly with the average number on rolls and the average daily attendance, and this coincidence, as I have had occasion to observe in former reports, furnishes satisfactory evidence that the schools were visited unexpectedly, and were seen in their normal or ordinary state.

Teachers' Incomes:—

	Males.				Females.		
	£	*s.*	*d.*		£	*s.*	*d.*
Average amount of Board's salary to each principal teacher,	27	11	5		24	10	0
Average amount of local contribution to each school, including school fees,	£	*s.*	*d.*				
	10	13	9				
Average total amount to each teacher,	38	5	2		35	3	9

Schools inspected in the County of Wicklow.—During the months of July and August, from the 16th July until the 7th of August, I visited and inspected 27 schools. All of these, with the exception of about four in the county Dublin, were situated in the county of Wicklow. Of these, I examined the pupils carefully on all the subjects prescribed for them in the school programme. I likewise made myself acquainted, so far as I could accomplish this result from the school records, with the ordinary condition and working of each school for the twelve months previous to my visit.

With reference to the state of these schools, as regards the proficiency of the children generally, I am bound to admit that their condition is far from satisfactory, and, relatively to the state of the schools in the north-eastern counties of Ulster, with which I am intimately acquainted, I must say that, with few exceptions, they are much inferior in every respect.

As regards the school-houses, most of them were tolerably suitable, and in fair repair. The schools were generally in operation, and not very frequently closed, the pupils, however, were not very clean or orderly, and the school business was not always proceeding in accordance with the requirements of the "Time-table." The school accounts, however, were on the whole tolerably well kept, but the supply of books and requisites was seldom sufficient.

In the majority of the schools the fees were very low, seldom exceeding one penny per week, and even this the Teacher was not always certain of receiving.

Low rate of School Fees.—It may be regarded as a rule almost general that a low rate of school fees is followed by irregular attendance of the pupils. It would seem that what is obtained for one penny per week, and occasionally for nothing, is seldom valued by parents who are themselves either entirely uneducated, or at best, very imperfectly. The slightest excuse, the mere chance of earning from 4*d.* to 6*d.* per week will, in many

cases, be quite sufficient inducements to cause the total absence of the child from school during the payment of this miserable pittance. If, on the other hand, great regularity of attendance is found in any school, or number of schools, co-existent with a low scale of school fees, it may then safely be inferred, either that the people in that particular are greatly advanced in civilization and enlightenment, or that this result, so contrary to the usual course of things, has been brought about mainly by the character of the teacher, supported, perhaps, by an intelligent and zealous manager.

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The per-centages of the number learning the different branches to the *total* numbers found present at time of inspection, are as below :—

Lesson Books:		Arithmetic:	
Book I.,	38·6 per cent.	Tables *only*,	23·4 per cent.
„ II.,	29· „	Simple Rules,	33·0 „
Sequel,	16·4 „	Compound Rules,	13·0 „
Book III.,	10·6 „	Proportion, and above,	14·7 „
„ IV.,	5·2 „	Mental,	13·4 „
„ V.,	·2 „		
	100·	Writing:	
		On Slates,	33·0 „
Grammar:		„ Paper,	39·0 „
Parts of Speech,	43·7 „	From Dictation,	29·9 „
Parsing and Syntax,	15·5 „		
Derivations,	9·7 „	Branches for Females:	
Composition,	2·7 „	Sewing,	36·0 „
		Knitting,	27·6 „
Geography:		Embroidery,	1·6 „
Lessons on Maps *only*,	49·6 „	Cutting-out,	1·8 „
Local,	18·3 „		
Mathematical & Physical,	2·4 „	Extra Branches for Males:	
		Mensuration, Geometry, Algebra, Book-keeping,	·5 „

See Summary II. appended.

Results of the Examination of Pupils.—Having given the classification of the pupils, and the per-centages of the numbers learning each branch included in the school programme, I shall now enter the table of proficiency of the children I examined during my tour of inspection. These per-centages were carefully made up and entered in my note-book at the termination of each inspection:—

	Per-centage to the number learning, as ascertained by actual examination.
Reading:	
Able to read Second and Sequel Books correctly,	38·9
„ any of the higher books with ease and intelligence,	18·4
Grammar:	
Acquainted with parts of speech *only*,	30·6
Able to parse syntactically,	11·8
Geography:	
Acquainted with map of the world *only*,	34·2
„ Maps of Europe and Ireland,	14·
„ general course of geography,	1·8
Arithmetic:	
Able to set down figures to 7 places,	29·5
Able to work correctly and readily a sum in subtraction or multiplication,	47·5
„ a sum in division of money,	23·6
„ Proportion or practice, and interest,	12·2
Penmanship:	
Able to write fairly,	40·0
„ with ease and freedom,	13·6
Dictation:	
Able to write from dictation a sentence with tolerable accuracy,	39·0
„ „ a short passage with ease and correctness,	23·5

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Reading, including oral spelling and explanation. From the preceding table it appears that 57·3 is the centesimal proportion of the pupils examined who were able to read the Second Book and Sequel correctly, and the higher books with ease and intelligence. The oral spelling and explanation of the above per-centages being likewise satisfactory.

Penmanship.—The per-centages of those marked as able to *write fairly* are higher than those of the last or former years, amounting, as set forth in the table, to 40 per cent., while those able to write with ease and freedom stand at 13·6, amounting in all to 53·6 per cent. of those learning, who are capable of writing *fairly* and *very well.* The proficiency for all the National schools in Ireland, as returned by the District Inspectors in their annual Reports for 1862, is 39·2 per cent. for those able to write fairly, and 13·4 per cent. for those able to write with ease and freedom, amounting on the whole to 52·6. The defects connected with the teaching of this important branch, and on the removal of which the proficiency of the pupils to a great extent depends, still exist to a considerable extent, nor have the remedies suggested in my last Report been yet applied. The condition of the majority of the schools as regards pens, ink, and paper, still remains very unsatisfactory.

Arithmetic.—It also appears from the table that 29·5 per cent. were able to set down figures correctly to 7 places. That 47·5 were able to work a sum correctly in subtraction or multiplication, 23·6 a sum in division of money, and 12·2 in proportion, practice, or interest.

Writing from Dictation.—The experience acquired from the lapse of another year confirms me still more in the opinion I expressed in my last Report as regards the proficiency of the pupils in this branch. In that Report I made the following observation : "Proficiency in writing from dictation has made more progress within the last few years than any other branch. All now write from dictation from the Sequel Class upwards." We can now include the Second Class, the lowest in the school except the First—some of whom also write on slates. It appears from the table that 39·0 per cent. were able to write a sentence from dictation with tolerable accuracy; and 23·5 a passage with ease and correctness, both as to orthography and punctuation. For the proficiency in grammar, geography, and other branches I beg leave to refer to the table which accompanied my Reports.

School Fees.—I cannot report any improvement either in the amount or in the punctual payment of school fees since my last Report. Teachers in backward localities being obliged in many cases to depend *almost entirely* on the Board's salary. No immediate improvement, I regret to say, can be expected, owing to three successive bad harvests, and to recent events in America and other places. The small farmers, artisans, and the ordinary labouring classes are in an almost destitute condition; in fact, many of these are, at the present time, in want of the ordinary necessaries of life.

Local Management—Absence of sufficient local support.—In common with the other Head Inspectors, I have had but too many opportunities of observing and regretting the apathy and carelessness of a large number of managers as regards the condition of the schools over which they profess to be the guardians and trustees. In my last Report I have given a rather minute description of the nature and kind of the local management which generally prevails, and of the persons who are generally appointed or rather appoint themselves managers; and as *no change* has since taken place, nor any improvement in the local support, I shall merely refer to last year's Report on the subject, hoping in the mean time, that the advent of more prosperous times, and the extension of enlighten-

ment amongst the humbler classes of the population, will finally put an end to the impediments to the spread of education alluded to above. *Appendix C.*

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From a careful tabulation of the results of each of my inspections I have obtained the following general average in sixty-six schools in some of the districts in my charge :—

Dr. Patten.

	Excellent or Very Good.	Good.	Fair.	Medium.	Very Middling or Bad.
Reading,	6	5	25	26	4
Writing,	12	8	20	18	8
Arithmetic,	14	14	18	10	10
Grammar,	10	26	15	9	6
Geography,	6	30	6	18	6
Writing from dictation,	10	18	9	22	7

Classification of the schools as to cleanliness, neatness, and order—

Number in which the premises were good,	26·6 per cent.
" " " fair,	24·4 "
" " " middling,	12·2 "
" " " bad,	36·8 "
	100·

Examination of paid Monitors.—The examinations of Paid Monitors were held in October. The written exercises having been marked by the District Inspectors were forwarded to me, accompanied by an abstract of the marks obtained by each in the oral answering; and the usual recommendations made by the District Inspector, either in the way of rewards or punishments, were generally countersigned by me. No reward or gratuity should under any circumstances be given to the teacher, either male or female, unless it be clearly proved that the satisfactory answering of the Monitor or Monitress is owing to, and in consequence of, the *extra teaching* of the Master or Mistress *out of school hours.* When this is not satisfactorily proved, I decline to sign the recommendation for the gratuity, and of course the teacher must *try again* and endeavour to discharge his duty more honestly and efficiently for the future.

Unpaid Monitors.—In some few districts where the system of unpaid Monitors has been carried out in connexion with the organization of the schools, the scheme in most cases has not succeeded; and I consider myself bound to make an unfavourable report, so far as I have had an opportunity of ascertaining the results. I have always been of opinion that so far from the experiment receiving the co-operation of the parents, it would probably be actively and successfully opposed by them under the impression that their children are retarded in their progress, that a considerable portion of their time, while in school, being taken up in instructing others little can be given to their own improvement. This reasoning is plausible and frequently true, consequently little progress can be made in this direction, nor do I think it desirable, under all the circumstances.

Examination of Teachers, Male and Female.—I commenced the examination of Teachers, male and female, in the months of May and June, and subsequently in November and December, and concluded before Christmas, with the exception of some cases of candidates for promotion to First Class, and of First Class men aspiring to the First Division in that class. These candidates were summoned early in January this year, and were subjected to a very strict and searching oral examination extending over two days, from 10 to 4 o'clock each day. At this examination I was assisted by the Inspectors of the districts whose Teachers had been summoned for examination.

I may here observe that above 45 per cent. of these obtained promotion,

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showing that due preparation had been made by them for this ordeal, during the long interval between the written and oral examination.

Examination of Male Teachers.—Of 322 teachers who were summoned to the written examination at Easter, 299 attended; and of these 160 were recalled to the oral examination; 139 were not recalled, for various reasons, principally owing to unsatisfactory answering at the written examination, the low state of their schools, or unfavourable reports by the Inspectors for the previous year, leaving 134, or 42 per cent. of the 322, in their previous condition. Some probationers who ought never to have been appointed were dismissed on their written papers alone.

Of the 299 who attended the written examination 83, or 28 per cent., were trained, and 216, or 72 per cent., were untrained, about two-thirds of the latter being probationers.

The total number who attended the oral examinations amounted to 160.

I may here observe, as I have stated in former Reports, that few classed teachers were recalled to the oral examinations for promotion, whose satisfactory answering at the written examination did not amount to over 50 per cent. of the printed questions set before them, and the condition of whose schools had not been satisfactory during the whole of the previous year.

Number Promoted.—When it is borne in mind that 60 per cent. were probationers, and the first examination for most of them, I think it is satisfactory to be able to state that 135, or 84·4 per cent. of those recalled, or 45 per cent of the total number summoned, obtained promotion, generally one step in their classification.

Stationary, &c.—Of 322, the total number summoned to the written examination, 134 remained stationary, 40 were retained on trial for another year, and 13 were dismissed for incompetency. The 135 promoted, added to the above, make up the number 322.

In my last Report I made a comparison of the answering of the male teachers between the intervals of 1852 and 1857, and 1857 and 1862, each five years apart. It appears in that report that 20 per cent. or one in five, was the average of the promotions amongst the teachers classed and unclassed in 1852, while the average in 1857 stood so high as 38 per cent., and in 1862 54 per cent., while 45 is the per-centage for the year 1863 on the entire number summoned.

This slight decrease in the average number of promotions as compared with 1862, I find arises in a great measure from the much larger number of probationers and III.[2] class present in 1863, many of whom remained stationary. Thus an improvement in the answering of the teachers of 18 per cent. has taken place in the five years between 1852 and 1857, and of 16 per cent. between 1857 and 1862.

These statistics, which have been carefully and accurately made out, prove in a satisfactory manner that the progress made by the teachers within the last eleven years, including the classed, unclassed, and untrained, has been in most respects certain, steady, and continuous.

During the last few years I could not fail to remark the general progress made in many cases by probationers. Some of them obtained *two steps*, to III.[1] Class, on their first examination. On closely inquiring into these cases, I found that nearly all of the teachers above alluded to, had received the principal portion of their education at some model school, or had been for some time employed in one either as monitor or pupil-teacher. Every Inspector who knows anything of the system of National education must admit that it is to the model schools alone, in ninety-nine cases out of a hundred, that we must apply for really efficient young teachers.

Summary of the results of the answering at the written examinations of the male teachers in the following branches, which may be considered the most important and useful of all in the whole range of the programme :

SATISFACTORY.

	Per cent.		Per cent.
Penmanship,	48	Principles of spelling,	66
Arithmetic,	60	Geography and outline maps,	50
Grammar,	44	History,	31
Etymology,	36	Lesson books,	40

The average per-centage of proficiency, that is, of questions correctly answered on the above extensive programme of subjects, amounts to 49 per cent.

The answering at the oral examination was, in many cases, *much higher ;* but as the answering has not been tabulated so carefully I omit it on this occasion.

Examination of Female Teachers.—I shall now give a brief report on the examination and classification of the female teachers, held in the same ten districts as those in which were held the examination of the males. These examinations were conducted precisely in the same manner as stated in former Reports, and need not be further noticed here.

220 teachers were summoned to attend, and of these 199 attended, 21 only being absent, and of these again the absence of 20 was accounted for in a satisfactory manner. 34 of those who attended, or 17 per cent., were trained, and 165 untrained, being 83 per cent.

146, being 73 per cent., were recommended for promotion, generally one step in their classification ; and 31, or 15 per cent., were allowed to remain stationary ; 37, or 18 per cent., having been retained on trial, 1 depressed, and 5 dismissed, amounting to 220, the total number summoned to the examinations. See synopsis of the examination of female teachers appended.

Summary of the results of the examination of female teachers in the following branches :—

SATISFACTORY.

	Per cent.		Per cent.
1. Reading,	70	8. History,	36
2. Parsing,	30	9. Lesson Books,	56
3. Grammar,	46	10. Arithmetic,	60
4. Etymology,	40	11. Method of Teaching,	60
5. Principles of Spelling,	62	12. Organization and School Management,	46
6. Outline Maps,	50		
7. Geography,	52		

The average per-centage of satisfactory answers on the above subjects amounted to 50·6, somewhat below the answering of last year, which was for the written and oral 51·5 per cent. on the whole.

It is impossible for me to speak too highly of the conduct and demeanour of the teachers, both male and female, during these examinations ; throughout, they evinced the utmost kindness and cordiality towards each other, no instance of dissatisfaction, or exhibition of temper having been observed amongst them.

I remain, gentlemen, your obedient servant,

JAMES PATTEN, Head Inspector.

The Secretaries, &c., &c.

Appendix C.

Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Dr. Patten.

Appendix A.—Summary I.

		Males.	Females.	Total.
Number of National Schools inspected in detail during the year,				66*
Number of pupils present at examination,		1,425	1,057	2,482
Average number of pupils on rolls for last 12 months,		2,901·6	2,142·4	5,044·0
Average number of pupils in daily attendance for last 12 months,		1,731·6	1,159·6	2,891·2
Total number of teachers employed—principals,		38	14	52
" " assistants,		36	–	36
" " monitors,		38	–	38

	Males. £ s. d.	Females. £ s. d.
Average amount of Board's salary to each principal teacher,	27 11 5	24 10 0

Average amount of local contribution to each school, £10 13 9

Average number of pupils to each teacher, 48

Summary II.—The pupils examined were classed as follows:—

Subjects.	Boys.	Girls.	Infants.
Lesson books:			
Book I.,	442	397	119
" II.,	418	276	23
Sequel,	259	150	–
Book III.,	166	99	–
" IV.,	75	53	–
" V.,	3	2	–
Totals,	1,363	977	142
Grammar:			Total.
Parts of speech *only*,	660	425	1,085
Parsing and syntax,	243	141	384
Derivations,	152	88	240
Composition,	50	18	68
Geography:			
Lessons on maps *only*,	709	522	1,231
From text-books:			
Local,	293	162	455
Mathematical and physical,	34	27	61
Arithmetic:			
Tables *only*,	221	358	579
Simple rules,	482	337	819

Subjects.	Boys.	Girls.	Total.
Arithmetic—*continued.*			
Compound rules,	198	126	324
Proportion,	168	63	231
Practice, interest, &c.	114	19	133
Mental,	205	128	333
Writing:			
On slates *only*,	431	389	820
" paper,	588	378	966
From dictation,	473	269	742
Branches for Females:			
Sewing,	–	380	380
Knitting,	–	292	292
Netting,	–	17	17
Cutting-out,	–	19	19
Extra Branches:			
British Poets,	4	4	8
Mensuration,	4	–	4
Geometry,	3	–	3
Algebra,	3	–	3
Book-keeping,	4	–	4

Synopsis of the Examination of Male Teachers—1863.

District No.	Name of District.	Summoned to Written Examination.	Attended.	Absent.	Absence accounted for satisfactorily.	Recalled to Oral Examination.	Not recalled to Oral Examination.	Trained.	Untrained.	Promoted.	Stationary.	Retained on trial.	Dismissed.
4	Ballymena,	27	27	–	–	9	18	9	18	9	16	–	2
5	Ballyclare,	21	20	1	1	16	4	6	14	15	4	2	–
8	Belfast, North,	52	46	6	6	29	17	16	30	25	27	–	–
9	Belfast, South,	38	35	3	3	26	9	5	30	23	10	5	–
10	Newtownards,	26	23	3	3	8	15	2	21	8	6	7	5
15	Dungannon,	27	23	4	4	12	11	8	15	10	16	1	–
16	Armagh,	51	49	2	2	21	28	13	36	21	19	8	3
17	Downpatrick,	35	35	–	–	13	22	11	24	10	12	10	3
18	Monaghan,	22	22	–	–	20	2	5	17	10	5	7	–
19	Newry,	23	19	4	4	6	13	8	11	4	19	–	–
	Total	322	299	23	23	160	139	83	216	135	134	40	13

* The details of 52 only are entered.

Synopsis of the Examination of Female Teachers—1863.

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Dr. Patten.

District No.	Name of District	Summoned to Examination.	Attended.	Absent.	Absence accounted for satisfactorily.	Absence not accounted for satisfactorily.	Trained.	Untrained.	Promoted.	Stationary.	Retained on trial.	Depressed.	Dismissed.
4	Ballymena, .	6	6	–	–	–	–	6	6	–	–	–	–
5	Ballyclare, .	11	8	3	3	–	–	8	8	–	3	–	–
8	Belfast, North,	64	56	8	8	–	8	48	52	4	8	–	–
9	Belfast, South,	49	48	1	–	1	11	37	29	7	11	–	2
10	Newtownards,	24	23	1	1	–	3	20	14	5	4	–	1
15	Dungannon, .	10	9	1	1	–	1	8	6	–	3	1	–
16	Armagh, .	15	15	–	–	–	3	12	7	4	2	–	2
17	Downpatrick,	24	23	1	1	–	3	20	18	1	5	–	–
18	Monaghan, .	5	5	–	–	–	1	4	4	–	1	–	–
19	Newry, . .	12	6	6	6	–	4	2	2	10	–	–	–
	Total, .	220	199	21	20	1	34	165	146	31	37	1	5

No. 2.—General Report for the Year 1863 upon Schools Inspected and Teachers Examined, by J. G. Fleming Esq., Head Inspector.

J. G. Fleming, esq.

Londonderry, 1st March, 1864.

Gentlemen,—I beg to submit, for the information of the Commissioners, the following, as my general Report for the year 1863.

I shall first describe in detail the character of the schools visited by me, after which I shall briefly summarize the results of the answering of the teachers present at the examinations held during the past year in the twelve school districts under my superintendence. Two of them, Maynooth and Ballinamore, were, by a temporary arrangement, added to the ten north-western districts already under my charge, the whole covering an area of 6,500 square miles. The schools in six of these twelve districts are inaccessible by railway from Derry or their respective centres; hence the increased amount of time spent by me in passing from one district to another, and in visiting schools. I travelled during the past year 4,663 miles on official business, at a cost of £62 15*s.* 9*d.*—a slight fraction over 3*d.* per mile.

As it will be my duty to furnish special Reports on the model schools situated in my group of districts, I shall make no lengthened reference to them in this communication. It is, however, in place to mention, that, in consequence of the opening of the Sligo Model School on 1st September last, there were, in all, six of these establishments under my supervision. The duties which they entail upon the Head Inspectors are responsible and arduous, demanding forethought, discrimination, and a considerable amount of time. The mere selection of suitable persons for the office of pupil-teacher is in itself a critical task; if injudiciously performed, one of the main objects for which model schools were established—the training up of young persons for the situation of elementary teacher—will be partially, if at all accomplished. Again, the periodic examination of the pupils, paid monitors and pupil-teachers, the numerous incidental visits to these schools, the occasional inspection of the domestic arrangements, and numerous other matters of detail (the consideration of which can seldom be long deferred), occupy a large share of the Head Inspector's time. It is, however, pleasing to know that very many excellent teachers, now doing good work in elementary schools, owe their success and present advantageous positions to the course of instruction and professional training

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available for candidate school-masters in these model schools. I take this opportunity to state that no complaint of a serious character has been preferred, officially or otherwise, against any of the teachers, pupil-teachers, or paid monitors connected with these institutions during the past year.

The following statement shows how I spent the time at my disposal for the discharge of official business :—Inspection of schools, 53 days ; examination and general supervision of model schools, 83 days ; revision of teachers' and paid monitors' written exercises, 16 days ; examination and classification of teachers, 32 days ; annual report, 15 days ; reports on model schools, 6 days ; unwell, 5 days ; holding inquiries, incidental duties, and travelling long distances, 47 days ; Saturdays, 52 days, devoted to official correspondence and writing reports on schools; Sundays and holidays, 56 days—making in all 365 days. A large proportion of my time was necessarily devoted to the supervision of model schools, and other business of an incidental character ; hence the number visited by me did not exceed 79. To 31 of these I paid incidental visits ; the remaining 48 I fully inspected, and embodied the results of the pupils' answering on the prescribed form of report. The causes which limited the time at my disposal for school inspection were of a temporary nature, and not likely to recur. I shall, therefore, be in a position to visit and report upon a large number of schools during the present year.

In compliance with official instructions forwarded to me in the early part of the year, I inspected several schools in Mayo ; after which I spent some weeks in Donegal, where I also visited some National schools. As these districts are probably the poorest in Ireland, I quite expected to find the school-houses and offices in a very neglected state, badly provided with furniture, and otherwise unsuitable for educational purposes. These gloomy anticipations were not, however, realized to any appreciable extent. I visited some thirty schools in the Barony of Erris, and, with three exceptions, the houses and premises were quite as good as those I met with in more favoured localities. Some of them, indeed, were models of neatness and cleanliness, and afforded pleasing evidence of care and attention on the part of the teachers appointed to their charge. These results are mainly attributable to the noble efforts of two gentlemen, Rev. Mr. Malone, P.P., Belmullet, and Mr. Vere Foster—whose name is revered and blessed by hundreds of poor teachers, who have been assisted by his generous contributions in repairing, flooring, and fitting-up their humble school-houses. Several new schools have been established by the Rev. Mr. Malone in the extensive parish of Belmullet, but in the face of great obstacles, which were in the end surmounted by persevering exertions, and the hearty co-operation of the people. His example has been followed in other parishes ; and now the Barony of Erris—one of the most neglected (in an educational point of view) in Ireland—is fairly provided with elementary schools. The progress of the children attending them cannot, however, be regarded as satisfactory or commensurate with the time and labour it has cost. This is easily explained. As a general rule, these children speak Irish alone up to the time they commence attending school ; of English, they understand little or nothing. In some cases they know the meanings of a few English words, but, for all practical purposes, their vernacular is Irish. At their respective homes they seldom hear English spoken. This places their teachers under great disadvantage and neutralizes much of their labours ; but, owing to the operation of the National schools, the number of children unable to speak and read English will, after a few years, be inconsiderable, when compared with the gross population of the country.

The supply of requisites was, in a large proportion of the schools, scanty

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and inadequate. Steps, however, had been taken to meet this defect, as most of the teachers had advanced money for the purchase of books and stationery, and were daily expecting their parcels. The arrangement recently sanctioned by the Commissioners, allowing the teachers a small per-centage on the sale-stock, provided it amounts to at least 25*s.* worth, will prove of vast benefit to the schools. In some respects it may be regarded simply as an act of justice to the teachers themselves, who can badly afford to advance 15*s.* or £1 from their slender quarter's salary. But the per-centage granted by the existing arrangement will amply compensate them for any loss they may sustain by keeping up a supply of books and stationery in their respective schools. This the teachers regard as a great boon, and an additional proof of the anxiety of the Commissioners to improve the schoolmaster's position. The schools are, generally speaking, well supplied with maps, tablet lessons, and a few useful diagrams; but the teachers are not always sufficiently careful to preserve them from the effects of dust and mildew. I may here observe that many of the diagrams, supplied free of cost or at greatly reduced prices to the National schools, are not turned to much advantage by the great body of the teachers. This arises partly from neglect and partly from their inability to explain the principles which the diagrams serve to illustrate. In future, the articles specified in the free-stock list will comprise all that is most needful in an elementary school—viz., globes, maps, black board, easels, &c. This modified scheme of free-stock grants cannot be too much appreciated, for it will place at the disposal of every National teacher all that is essential to organize and conduct a school with method and efficiency.

I visited during the past year 79 schools, 48 of which I fully inspected; to the remaining 31 I paid incidental visits, varying in length from 20 to 45 minutes. Four of these schools were visited by me immediately after the Christmas vacation, and should, strictly speaking, be classed with the duties of the current year; but as they belong to two districts no longer under my charge, I think it right to include them among the schools which I visited last year.

I shall, as in former Reports, confine my observations respecting the literary attainments of the children examined by me to the following points:—Reading, penmanship, arithmetic, and writing from dictation. The proportion of children able to read well in Third, or higher class books, in 1863, was slightly above that returned by me for the schools I inspected in 1862—the numbers being respectively 14·5 and 13·2. On the other hand, the per-centage of children able to read fairly in Second or Sequel Book was, for 1862, 32·5, and 27·4 for 1863. Again, a very small proportion of the children in First Book could read easy monosyllables, although many of them had been a considerable time under instruction. But, as already mentioned, they understood nothing of English until they attended school. Their teachers were, therefore, obliged to translate the meanings of the English words into Irish, and then reverse the process, before they succeeded in getting even their most intelligent pupils to master the easy lessons in first section of First Book. This accomplished, their progress was somewhat quicker. Generally speaking, however, they had but a vague and imperfect conception of the meaning of what they read. Nevertheless, bearing in mind what has been stated, I was surprised to find so many of the more grown children able to read English correctly, and express themselves in it with comparative facility. It would, I beg to remark, be incorrect to conclude, from the per-centages just given, that of every 100 pupils attending the National schools only 15 ever got beyond Second or Sequel Book, and that most of them leave school before they have acquired the facility to read a newspaper, or work of ordinary

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information. Such, indeed, would be the case if *all* those returned as reading Second and Sequel Books permanently left school at the end of the past year. But this would be a wrong assumption, and wholly opposed to facts. Parents in this country seldom withdraw their children finally from school before the completion of their 12th or 13th year. Now I have been at some pains to ascertain the average age of the children belonging to the middle division, by which I understand Second and Sequel Classes, and I find it fluctuates from 9 to 10 years—thus leaving a period of some two or three years of additional school attendance, during which these children can, and generally do, make considerable progress in the elementary branches. Besides, the child who reads correctly in Second or Sequel Book has acquired the means by which the materials for future culture are supplied. In his case, the ground-work of permanent improvement has been laid. I think it right to notice this aspect of my subject. Over and over again great stress has been laid upon the fact that the children comprising the middle and junior divisions in the National schools constitute more than four-fifths of the gross average attendance. And this has been alleged as a convincing proof that the National system of education has failed to accomplish the purpose for which it was originally established, so many years back. I believe the facts, *impartially* weighed, point to a very different conclusion. Surely the practical educationist will admit that a child's time has not been unprofitably employed if, on reaching his ninth year, he can spell and read, without faltering or gross mispronunciation, words of two and three syllables. Now, as a general rule, children who attend the National schools on half the number of days they are open for public instruction, can, soon after they have passed their ninth year, read correctly in the advanced sections of Second Book, consisting of easy narratives, in which words of three syllables are of frequent occurrence. They can also write large hand on slates or paper ; and they work, without difficulty, questions in simple addition and subtraction. Exceptions undoubtedly exist—insufficient, however, to invalidate this broad statement. They are, besides, the result of extreme irregularity of attendance, the greatest obstacle to the spread of elementary education in *all* countries—not excepting the American States, where, notwithstanding the enactment of by-laws against truancy and abstention from school, the evil has not been sensibly mitigated. But, until men shall have come to think very differently of the value of education from what they now do, laws to enforce attendance at school must, in all free communities, end in failure. They resemble in some respects the sumptuary laws formerly enacted in this country ; like those, too, they have an awkward tendency to become dead letters.

The attendance is, in a marked degree, irregular in the west and north-west of Ireland, owing to the extreme poverty of the humbler classes, and the inconvenient distance of the schools from many families. Parents, indeed, willingly send their children to such schools during the summer and autumn months, but they withdraw them when the prolonged cold, wet weather has fairly set in. There is, consequently, in many cases, great disproportion between the number on the rolls and the number in actual attendance.

The District Inspectors officially associated with me have, on all appropriate occasions, urged the teachers under their superintendence to improve the character of the writing classes in their respective schools, and to keep an adequate supply of stationery on hands for pupils' use. But these instructions have not been carried into general effect, partly from inability on the teacher's part to purchase the necessary stationery, partly from disinclination to undertake the troublesome duty of exercising a vigilant supervision over their writing classes. In most cases, the children

write their copies without any assistance or instruction from their teachers. It is easy to foresee the consequences of this serious neglect of an important duty—copy-books disfigured by an illegible scrawl—bad methods and habits of carelessness engendered which it will be afterwards difficult to eradicate. I must not, however, by dwelling too much on these defects, create exaggerated notions of the teachers' shortcomings in this matter of penmanship. True, the subject does not, in most National schools, receive the attention its importance merits; but the number of these schools in which it is well or fairly taught has increased of late years, and is, I believe, still on the increase. The teachers, I may here observe, complain of the quality of the paper supplied them by the Commissioners; they also feel the want of copy-books ruled for round hand, which, although a necessary and useful exercise before commencing small hand, is hardly ever taught in the ordinary National schools.

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The practice of transcription is, I am happy to state, gradually on the decline. When very carefully executed, it aids children, especially those of the more advanced classes, in acquiring correct orthography; but this very seldom happens. The children invariably get through this task of transcription in a hurried, perfunctory way, paying very slight attention to their spelling and penmanship. Besides, these exercises, when finished, are scarcely ever revised by the teachers. For these and other reasons, to which I shall not here advert, I trust the practice of transcription will be wholly suppressed in the National schools.

Composition, which may be regarded as an exercise in advance of that of writing from dictation, is seldom taught in our schools; nor do I see any prospect of its being introduced even in first class schools, because the teachers themselves know little of the subject. This is to be regretted, as letter-writing, which forms a most useful branch of composition, can now-a-days hardly be dispensed with by anyone having the slightest pretension to education and scholarship. Writing from dictation is, however, taught with great success in the great bulk of the National schools. Considerably above one-half of the total number of children in the higher divisions write fairly or very well from dictation. A fair proportion of the pupils in Sequel division, and, in some instances, young children in second class, write easy sentences from dictation, in a good, legible hand, and with comparatively few errors of spelling. I conclude this branch of my Report with the following observation:—It is, I admit, impossible for an ordinary National schoolmaster, owing to the numerous demands upon his time, to carry out in detail any complicated method of teaching writing. It is at the same time of the last importance that a few practical rules respecting the relative distances of the letters, words, and sentences from each other, the nature of the slope and strength of the down strokes, and the relative heights of capitals, looped letters, &c., should form the basis of his instruction. A few useful suggestions of this character, accompanied by exercises regulating the posture of the body, the position of the book or slate, and the manner of holding the pen, might easily be classed under a few short headings, and be printed on the covers of the copy-books. A marked improvement in the writing classes would result from careful attention to these suggestions, and the teacher would be well repaid for the time and additional trouble required to carry them into effect.

Arithmetic.—The answering of the classes on this subject fell, in most cases, short of the requirements of the school programme. This, however, might reasonably be expected from the character of the schools to which this Report principally refers. They are, as already mentioned, situated in poor, isolated localities, indifferently provided with books, and attended by children whose long and frequent periods of absence render satisfactory

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or rapid progress impossible. Hence, an unusually large proportion of those examined had not advanced beyond the simple rules. The percentage of such pupils was for 1862 41·5, but for 1863 it was 50, or one-half of the total number examined.

In many of the schools I saw arithmeticians, but the teachers seldom make judicious use of them. They do not, I believe, clearly understand the advantage to be gained from their employment in teaching the simplest operations with figures, which, if performed mentally and with abstract numbers only, are tedious and uninviting to very young children. Not so when the ball-frame is turned to profitable account. Every combination in addition of which the balls admit may be illustrated by it, and the reverse process of subtraction may also to the same extent be exemplified. In all good infant schools important results are in this way obtained; and were the same method adopted in ordinary National schools much less time would be spent by the younger children in mastering the elementary rules. The black board is now very generally used in giving class lessons. In the hands of a skilful teacher its advantages are obvious. It is a valuable help in securing correctness and despatch—the latter a point of much importance, but seldom attained except in some first class schools. As a general rule, I find the children slow and hesitating in working arithmetical questions in rules which they are supposed to have thoroughly learned. To remove this defect, frequent exercises and contracted methods should be carefully introduced. The latter, however, must be fully explained and made familiar to the pupils by numerous examples.

The old practice of ciphering on paper has long since been abandoned in the National schools; and, considering the slovenly way in which it was too often conducted, and the absurd extent (amounting to a real abuse) to which it was carried, I do not regret its discontinuance. It is desirable, however, to accustom children to make figures on paper by requiring them to write in their copy-books one or two short sums, say, on every third or alternate day. Such exercises should be carefully executed, even at considerable cost of time. They will soon become attractive to the pupil, and, far from encroaching unduly on his time, they will in the end prove a gain by the surprising readiness acquired in writing figures neatly on paper.

Examination of Teachers.—About one-fifth of the total number of the teachers in the districts under my superintendence attended the written examination held during Easter week. As their exercises were generally of a satisfactory character, the promotions were numerous. Thus, of 237 teachers present at the written examination, 186 were recalled to the oral examination; of these, 175 attended. Four had resigned, 5 were absent from ill-health, and 2 had gone to the training-school. It will be seen from the annexed table that 53 teachers were not recalled to the oral examination, chiefly, I may add, in consequence of the unsatisfactory character of their papers. Of these unsuccessful candidates, only fourteen were probationers; the rest consisted of classed teachers. The failure of the latter to obtain further promotion does not imply the want of *essential* literary attainments. They acquitted themselves sufficiently well in those subjects which constitute what is styled a good English education, but they failed in the mathematical part of their course. Their answering in lesson books and bookkeeping was also indifferent. Their failure in this last-mentioned subject was all but complete. Many of them were unable to answer a single question on it, comparatively few of them answered even half of the proposed questions. The average answering of these thirty-nine teachers on bookkeeping did not amount to twenty-five per cent. of the total number of questions. They were not quite so deficient in algebra,

geometry, mensuration, and lesson books; but their partial failure in these subjects reduced their total per-centage of answers so much that they were disqualified for recall to the oral examination. This I much regretted, as they were all good schoolmasters, and their average length of service as National teachers was somewhat more than twelve years. Most of them will, I understand, attend the approaching written examination for 1864, with, I hope, better success than last year. It is gratifying to know that of 237 teachers, 14 only fell short of the standard of attainments requisite for classification. This clearly indicates study and careful preparation on the part of the young teachers in the service of the Board. The average age of the 118 male probationary teachers whose exercise I (last year) revised was over twenty and under twenty-one years. These facts warrant the conclusion that the National teachers are steadily acquiring a solid amount of knowledge and a proficiency in those elementary subjects which it most concerns them to know. The questions proposed in 1848 to candidates for first and second class would, I believe, now be answered by an intelligent teacher in first division of third class.

Table I., showing the rank and number of the Male and Female Teachers present at Written and Oral Examinations during the year 1863.

Rank of Teachers.		At Written Examination.	At Oral Examination.	Not Recalled.	Absent.
	MALES.				
CLASS I.	First Division,	–	–	–	–
	Second Division,	1	1	–	–
	Third Division,	5	3	2	–
CLASS II.	First Division,	14	10	4	–
	Second Division,	16	12	4	–
CLASS III.	First Division,	48	20	27	1
	Second Division,	35	32	2	1
	Probationers,	118	97	14	7
	Totals,	237	175	53	9
	FEMALES.				
CLASS I.	First Division,	–	–	–	–
	Second Division,	1	1	–	–
	Third Division,	2	2	–	–
CLASS II.	First Division,	2	2	–	–
	Second Division,	5	5	–	–
CLASS III.	First Division,	14	14	–	1
	Second Division,	13	13	–	2
	Probationers,	35	35	–	4
	Totals,	72	72	–	7

Table II., showing the classification of Male and Female Teachers, and the steps of promotion for which the Probationary and Candidate Teachers were respectively recommended.

	CLASS.								
	Probationers	III²	III¹	II²	II¹	I³	I²·	I¹	Total.
MALES. Class recommended for—									
CLASS I. First Division,	–	–	–	–	–	–	–	–	–
CLASS I. Second Division,	–	–	–	–	–	–	–	1	1
CLASS I. Third Division,	–	–	–	–	–	–	1	2	3
CLASS II. First Division,	–	–	–	–	1	7	2	–	10
CLASS II. Second Division,	–	–	–	2	10	–	–	–	12
CLASS III. First Division,	–	–	1	9	10	–	–	–	20
CLASS III. Second Division,	–	2	27	3	–	–	–	–	32
Probationers,	13	46	34	2	–	–	–	–	97
Dismissed,	2	–	–	–	–	–	–	–	–
Total Number of Teachers,	15	48	62	16	21	7	3	3	175

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TABLE II.—*continued.*

		Class.								
		Probationers	III²	III¹	II²	II¹	I³	I²	I¹	Total.
FEMALES. Class recommended for—										
CLASS I.	First Division, . .	–	–	–	–	–	–	–	–	–
	Second Division, .	–	–	–	–	–	–	–	1	1
	Third Division, .	–	–	–	–	–	–	2	–	2
CLASS II.	First Division, . .	–	–	–	–	1	–	1	–	2
	Second Division, .	–	–	–	1	4	–	–	–	5
CLASS III.	First Division, . .	–	–	5	3	4	1	–	–	13
	Second Division, .	–	5	6	–	2	–	–	–	13
	Probationers, . .	13	14	4	–	–	–	–	–	31
	Dismissed, . .	5	–	–	–	–	–	–	–	5
Total Number of Teachers,		18	19	15	4	11	1	3	1	72

I shall conclude this report with a few brief remarks on the results of the examination of the female teachers. About one-half of the total number examined belonged to probationary class. Five of these probationers were dismissed for unsatisfactory answering; they had twice presented themselves for examination, and failed on both occasions to reach the minimum standard of acquirements prescribed by the regulations of the Commissioners. Such persons were clearly unfit for the office of teacher; their removal was a matter of necessity. Eleven other probationers failed to obtain a higher class; they remain on trial for another year, at the expiration of which they will be again examined, and if found still unqualified they will cease to be recognized as National teachers. Thirteen probationers gained one step—viz., second division of third-class, and four probationers merited promotion to first division of third-class. The higher classed teachers were more successful, nearly one-half of the twenty-seven third-class teachers gained some division of second-class, and the ten teachers belonging to second or lower divisions of first-class acquitted themselves so well that, with one exception, they were promoted to some higher class or division of a class. In deciding upon their classification due regard was, of course, paid to the state of their schools and their general faithfulness and efficiency as teachers. The quickest and best scholar is by no means certain to make the best teacher; in illustration of which, I may mention that one of the best schoolmistresses I ever met with broke down completely at the examination to which she was summoned with a view to her promotion. I felt it my duty to bring her case under the special notice of the Head Inspector, who took an early opportunity of visiting her school, and after a minute and lengthened examination of her pupils, he was so deeply impressed with her ability and worth that he at once recommended her for the highest division of first-class. Extreme nervousness was in her case the chief cause of failure. Examples of a similar character are by no means of rare occurrence. Many even of the male teachers suffer from excessive anxiety and mental excitement when under examination, in consequence of which they answer imperfectly, or not at all, questions which would present no difficulties to them at any other time. The same hindrance to prompt and correct answering is experienced, to a greater or less extent, by most teachers under examination. Hence their number of marks affords but an approximative estimate of the actual amount of knowledge they possess; an observation, by the way, which admits of more general application than is generally believed.

It is, in conclusion, my pleasing duty to state that no complaint of a

serious character has been preferred against any of the teachers under my superintendence. Their conduct and bearing have been exemplary and satisfactory so as to merit for them as a body the esteem and approbation of the public. This is all the more creditable, as their number is large, and they are often subjected to trials and privations which would test, perhaps beyond endurance, the patience and forbearance of persons moving in higher social positions. *Appendix C.* Head Inspectors' Reports on Schools Inspected and Teachers Examined.

I remain, gentlemen, your obedient servant,

J. G. Fleming, Head Inspector. *J. G. Fleming, esq.*

The Secretaries, &c., &c.

No. 3.—General Report for year 1863, on Schools Inspected and Teachers Examined, by Timothy Sheahan, Esq., A.M., T.C.D., Head Inspector. *Timothy Sheahan, esq.*, A.M.

Gentlemen,—I have the honour to submit, for the consideration of the Commissioners, my general report for the year 1863.

Besides the ten districts forming my own circuit, I had this year to superintend the Tuam and Inchicore districts. These belonged to Dr. Newell's group, and, on his promotion to the rank of Chief of Inspection in May last, were placed under my charge for the remainder of the year. There are in the South Dublin District the Inchicore and West Dublin Model Schools, the superintendence and general examinations of which involved a large amount of time and labour. There were also special visits to be made in the two districts, in addition to the yearly examinations of teachers, so that I had to devote to them at least one-third of the time intended for the examination of the ordinary National schools.

In the course of this year, too, I was occupied more than in any former one by special inquiries and reports, and other duties beyond the ordinary routine, which diminished considerably the time which would otherwise be devoted to the duties of inspection.

Notwithstanding these encroachments, I examined in detail and forwarded full reports upon seventy-one schools, and transmitted short reports upon ninety-two other schools which were examined, though not thoroughly, sufficiently to discover any serious defects, should they exist, and form a pretty accurate opinion upon their condition, whether satisfactory or otherwise.

Table I. shows the number of Schools visited by me in 1863, the Districts in which these Schools are situated, and the character of the Reports forwarded to the office.

Districts.	21.	22.	23.	24.	25.	26.	27.	30.	32.	38.	41.	44.	Total.
Ordinary Report, .	2	6	2	4	7	4	7	11	3	3	11	11	71
Incidental, . .	1	1	4	2	1	6	4	38	1	6	8	20	92
Total, . .	3	7	6	6	8	10	11	49	4	9	19	31	163

In some districts where a large number of schools had been visited in 1862, there were but few examined this year; and in others I was prevented, by the additional work imposed on me, from visiting all I had intended to visit.

The following table shows the character of the schools thoroughly inspected, and gives their classification according to the proficiency of the pupils:—

Good.	Fair.	Indifferent.	Bad.	Total.
23	20	20	8	71

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Timothy Sheahan, esq., A.M.

Most of the schools under the head "good" were examined with a view to report upon the teachers' claims to good service salary for which they had been recommended by the District Inspectors. In all these cases the Head Inspectors are consulted, and their opinions required. I am happy to say that, with two exceptions, the results of my examinations, and the estimates I attached to the teachers' services, coincided with those recorded in the District Inspectors' reports.

I do not purpose entering here into a detailed account of the proficiency of the classes examined in these different schools. No practical good could arise from it, as it would not be safe to form an opinion of all the schools in a district from the examination of a few only. Besides, the District Inspectors have given returns showing the proficiency of the classes in all the schools through their respective districts, and these returns have been prepared from the results of two, and in most cases, three examinations of each school in the course of the year.

From the opportunities afforded by my own visits, my intercourse with the District Inspectors, and the perusal of their annual reports, I am quite clear that in regard to the school-houses which in the reports for the previous year had been placed under the heading "Indifferent," very little has been done in the way of improving such as were looked upon as of a permanent character, or in erecting new and substantial buildings to supersede the low and narrow structures which were merely tolerated to serve a temporary purpose. In the counties of Cavan, Leitrim, Mayo, and Galway several building grants were made to Roman Catholic clergymen, but few were able to avail themselves of them before the Roman Catholic bishops passed a resolution prohibiting the priests from accepting public aid towards building National schools, and in most cases the grants had to be cancelled. There have been some very fair houses built by private contributions, when the managers were zealous and took an interest in the work; but in the absence of this zeal and interest, and in the poorer districts where there is no landlord or influential layman to interpose, nothing of this kind is attempted; on the contrary, the ill-paid teachers must pay rent for the houses, indifferent as they are.

Incidental Visits.—These visits were, for the most part, paid to schools in connexion with convents. When the attendance is very high there are frequent vacancies for monitors, and no appointments can be sanctioned unless the persons put forward are approved by the Head or District Inspector. In the course of this and the previous year, several Convent schools were organized by Miss Ryan, late head mistress in the Kilkenny District Model School. She was kindly received wherever she was employed, and her lectures and practical instruction were duly estimated by the ladies in charge of the schools. Her long experience enabled her to place before them the method and organization she had herself found successful, whilst her extensive range of information and her intimate acquaintance with all the details of school-keeping enabled her to render the instruction interesting and easily comprehended.

I visited most of these schools after the organization was closed, and found in their improved state clear and palpable evidence of the good results that followed from it.

Examination of Teachers.—At the written examination held in Easter week, as usual, 185 male teachers presented themselves. The answering was in general lower than on former occasions. There were 80 probationers, and of these only 56 were recalled for oral examination, and of these again only 42 were classed. Out of the 105 candidates for promotion only 32 were recalled for oral examination, and 27 promoted.

At the examination of the female teachers there were present 45 probationers, and 44 candidates for promotion. Of the probationers 27, or

60 per cent., were classed, and of the probationers 28, or 63 per cent., were promoted; these succeeded better than the male teachers, for only 52 per cent. of the male probationers were classed, and of the candidates for promotion only 25·7 were advanced to higher classes.

Table II. shows the Numbers of the Male and the Female Teachers that were examined both from printed questions and orally, and the results of the Examinations in reference to their different ranks.

Classification of Teachers before Examination.	Number Examined.	Teachers Examined—Recommended for							Promoted.	Stationary.	Dismissed.	Total.
		1st Class.			2nd Class.		3rd Class.					
		Division.			Division.		Division.					
		I.	II.	III.	I.	II.	I.	II.				
MALES.												
Probationers, . . .	56	–	–	–	–	1	16	25	42	13	1	56
Third Class, Division II., .	15	–	–	–	–	–	13	–	13	2	–	15
„ Division I., .	5	–	–	–	2	2	–	–	4	1	–	5
Second Class, Division II., .	4	–	–	–	4	–	–	–	4	–	–	4
„ Division I., .	6	–	1	5	–	–	–	–	6	–	–	6
First Class, Division III., .	1	–	–	–	–	–	–	–	–	1	–	1
„ Division II., .	1	–	–	–	–	–	–	–	–	1	–	1
Total, . . .	88	–	1	5	6	3	29	25	69	18	1	88
FEMALES.												
Probationers, . . .	45	–	–	–	–	–	14	13	27	13	5	45
Third Class, Division II., .	16	–	–	–	–	1	10	–	11	5	–	16
„ Division I., .	17	–	–	–	2	6	–	–	8	9	–	17
Second Class, Division II., .	3	–	–	–	3	–	–	–	3	–	–	3
„ Division I., .	4	–	–	3	–	–	–	–	3	1	–	4
First Class, Division III., .	3	–	2	–	–	–	–	–	2	1	–	3
„ Division II., .	1	1	–	–	–	–	–	–	1	–	–	1
Total, . . .	89	1	2	3	5	7	24	13	55	29	5	89

We have, I regret to say, a large number of poorly qualified teachers, and I fear the number is on the increase. In parts of the country where the population is thin and poor, no qualified teachers can be procured, so that the schools should remain closed if mere lads were not tolerated. In the Westport parish there are four mixed schools in charge of female teachers; these are the only schools through an extensive district for the education of both males and females. It is not seemly to have grown boys and girls in the same school, and under the loose discipline which is invariably observed where there are no male teachers.

Managers do not often take pains to provide efficient teachers, and instances are by no means uncommon where they strive to retain teachers whose worthlessness is most palpable. In fact, they either have not time or do not take the trouble to visit the schools and ascertain the real state of things; there are some, too, who raise subscriptions to supplement their teachers' salaries, and yet do not feel much concern when it is made known to them from the Inspector's reports, that the poor children are deriving little or no benefit from the teachers for whose benefit the money is collected.

The teachers holding schools under Roman Catholic clergymen are still prevented from attending at the Central Training Institution in Dublin. This check is the cause why many promising youths leave their schools to join the training-class, hoping at the close of the session to get appointments in schools under the management of landlords or other influential laymen. Their places are invariably supplied with inferior and less promising persons, so that matters are becoming worse in this

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respect, and must continue so where the present rule is stringently enforced.

Monitors.—In my report for the year 1862 I was able to speak more favourably of the results of the monitors' examination than I am in a position to do this year. The answering in very many cases was so very bad as to lead to dismissal. In the majority of the cases, gratuities for the instruction of the paid monitors were withheld from their teachers. Several were unsuccessful, owing to the removal of well qualified teachers from their schools, and the appointment of indifferent persons in their stead; but the greater number failed from neglect on part of their teachers, who had given them only hasty and limited instruction outside school hours, and kept them teaching the whole of the school time.

Timothy Sheahan, esq., A.M.

I would suggest that the rule forbidding teachers to employ their paid monitors in teaching for more than three hours each day should be strictly enforced, and that no gratuities be given, unless in exceptional cases, where it is not strictly carried out.

In my report for the year 1860 I offered some suggestions touching the question of paid monitors, which I would again submit for the consideration of the Commissioners. Mr. Hunter in his general report for 1862, has made a suggestion on this point, which I consider well entitled to attention, viz.:—"That no paid monitor should be promoted to the rank and pay of a higher year till he or she had passed a satisfactory examination in the subjects required to be studied in the previous year." The adoption of this suggestion would oblige the monitors to feel a deeper interest in the results of the examination than they are required to do under the present arrangement.

I have the honour to be, gentlemen, your obedient servant,

TIMOTHY SHEAHAN, Head Inspector.

The Secretaries, &c., &c.

John E. Sheridan, esq.

No. 4.—GENERAL REPORT for the year 1863, upon SCHOOLS INSPECTED and TEACHERS EXAMINED, by JOHN E. SHERIDAN, Esq., Head Inspector.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners of National Education this my general report upon the duties discharged by me during the year 1863. I have laboured to confine it as strictly as possible within the narrow limits prescribed in your circular of the 14th January, 1863.

I. *Occupation of Time.*—Excluding Sundays and holidays (61 days), there were 304 days in the year 1863 available for the discharge of the several duties appertaining to the office which I have the honour to hold; and the following analysis will serve to show how I was occupied on these days:—

(*a.*)	Inspection and examination of schools,	92 days.
(*b.*)	Examination of teachers and paid monitors,	78 „
(*c.*)	Ordinary weekly correspondence (Saturday),	52 „
(*d.*)	Miscellaneous duties,	76 „
(*e.*)	Off duty,	6 „
	Total,	304

During the 92 days devoted to inspection I visited 161 ordinary National schools, and conducted the annual examinations and public distribution of premiums in the Dunmanway, Clonmel, and Limerick Model Schools.

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During the 78 days devoted to examination of teachers and paid monitors, I revised the written exercises of 332 teachers and 412 paid monitors, and conducted the oral examinations of male and female teachers in thirteen districts.

Under the head of "Miscellaneous Duties" are included the following:—Conducting inquiries, and writing reports on same; attendance in Education Office; preparing questions for written examinations of teachers and monitors; travelling long distances; exceptional correspondence, and writing of annual reports, &c., &c.

In the course of 1863, I travelled 7,231 miles, at an expense to the Commissioners of about 3½*d.* per mile, and was obliged, in the discharge of my duties, to spend 165 nights away from my home.

II. *Inspection of Schools.*—1. Of the 92 days which I devoted to the duties of inspection of schools, 24 were occupied in visiting and conducting the annual examinations in the three district model schools under my superintendence; and the remaining 68 days, in visiting and examining ordinary National schools. Regarding the model schools, it is unnecessary to enter into details here, as I have made each of these establishments the subject of a separate report, to which I beg to refer the Commissioners for information.

Of the 161 ordinary National schools which I visited in the course of the year, seven were situate in districts which were only temporarily in my charge. Of these, therefore, I will take no account in my present report.

Of the remaining 154 schools, 67 were visited incidentally, and only partially examined, while 87 were fully inspected and carefully examined.

2. Of these 87 schools, there were—

13	under	first-class teachers.
33	„	second-class „
39	„	third-class „
2	„	probationary „

Again, of the same number of schools, there were—

33	attended by	boys only.
37	„	girls „
17	„	boys and girls.

I mention these particulars to show that the schools inspected by me in the course of the year constitute, in the aggregate, a fair sample of the general run of schools in this part of the country.

3. In the 87 schools referred to, I found, from the school accounts, that the average number on rolls and the average daily attendance for the twelve months preceding my visits, were, in the aggregate, 7,529 and 4,421 respectively; being at the rate of about 84 and 51 respectively for each school. The corresponding averages in each of the schools inspected by me in 1862, were 88 and 49 respectively.

The centesimal proportion of the aggregate average attendance to the aggregate average number on rolls, was 58·7. In 1862, I found it to be 55·6. This ratio is the recognised measure of the regularity of the pupils' attendance. It is, however, in point of fact, a measure only approximately correct, as I proved in my general report for 1859; and I am quite satisfied that at present, taking one school with another, the average daily attendance in my group of districts is fully 60 per cent. of the average number on rolls.

The following table shows the average on rolls, the average attendance,

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and the centesimal proportion of the latter to the former in the different classes of schools :—

	Average on Rolls, per School.	Average Attendance, per School.	Per-centage.
13 first-class teachers' schools,	126	86	67·9
33 second-class ,, ,,	92	52	56·4
39 third-class ,, ,,	70	39	56·3
2 probationers' ,,	59	26	44·1
87 schools,	86	51	58·7

4. In these 87 schools, the aggregate number of pupils whose names were on the rolls at the time of my visits, and the aggregate number of pupils found actually present in the schools, were 7,814 and 4,544 respectively, and the per-centage of the latter to the former is 58·1.

The following table shows the number on Rolls and the number present in each of the different classes of schools :—

	Number on Rolls, per School.	Number Present, per School.	Per-centage.
13 first-class teachers' schools,	137	90	65·3
33 second-class ,, ,,	93	52	55·9
39 third-class ,, ,,	73	42	57·1
2 probationers' ,,	59	20	33·6
87 schools,	90	52	58·1

It will be observed that the numbers in this section approximate very closely to the corresponding numbers in the previous section; showing that the schools generally must have been found by me in their ordinary or normal state.

5. Of the 7,814 pupils whose names were on the rolls at the time of my visits, I found that—

58·0 per cent. were in the junior division.
18·5 ,, ,, middle ,,
23·5 ,, ,, senior ,,

The corresponding per-centages for 1861 and 1862 were as follow :—

	1861.	1862.
In junior division,	59·9	59·3
In middle ,,	18·8	18·4
In senior ,,	21·3	22·3

It is hardly necessary for me to explain that by "*Junior* Division," I mean the First and Second (*i.e.*, the two lowest) Classes; by *Middle* Division, the two Sequel Classes; and by *Senior* Division, the Third, Fourth, and Fifth Classes.

6. Of the 4,544 pupils who were present and examined by me on the occasions of my visits to the schools, there were—

In junior division, 58·3
In middle ,, 18·9
In senior ,, 22·8

The corresponding per-centages for 1861 and 1862 were—

	1861.	1862.
In junior division,	60	57·7
In middle ,,	19	19·2
In senior ,,	21	23·1

7. The aggregate number of promotions from class to class which had taken place in the 87 schools within the twelve months preceding my visits, was 2,523, being at the rate of 29 for each school. This latter was precisely the number found in 1862. The centesimal proportion of the

total number of promotions to the aggregate average daily attendance was 57·1. In 1862 it was 59·9.

Of these promotions—

35·8 per cent. were from first-class into second-class.
28·8 „ „ second-class into Sequel class.
20·7 „ „ Sequel class into third-class.
11·8 „ „ third-class into fourth-class.
2·9 „ „ fourth-class into fifth-class.

8. As regards the literary proficiency of the pupils who were present and examined in the 87 schools, I beg to submit the following statistics:—

I examined—

4,544 pupils in reading, oral spelling, and explanation.
1,034 „ writing from dictation.
1,892 „ penmanship.
1,892 „ arithmetic.
1,892 „ grammar.
1,892 „ geography.

The following table shows the centesimal proportion of those examined in each branch who were found to have attained to a satisfactory or fair proficiency:—

I.—Reading.

	Per-centage.
Able to read—	
(*a.*) Second Book correctly,	27·2
(*b.*) Third or higher books with ease,	21·0

II.—Writing from Dictation.

Able to write a sentence—	
(*a.*) With tolerable accuracy,	37·3
(*b.*) With ease and correctness,	20·6

III.—Penmanship.

Able to write on paper—	
(*a.*) Fairly,	66·3
(*b.*) With ease and freedom,	11·8

IV.—Arithmetic.

Proficient in—	
(*a.*) Simple rules,	61·1
(*b.*) Compound rules,	32·3
(*c.*) Proportion or practice,	19·0

V.—Grammar.

Able to—	
(*a.*) Distinguish the parts of speech,	44·9
(*b.*) Parse syntactically,	15·8

VI.—Geography.

Acquainted with—	
(*a.*) Outlines of Map of World *only*,	37·0
(*b.*) Map of Europe or Ireland,	12·2

On comparing the foregoing per-centages with those obtained in 1861, I find—

(*a.*) That in respect of reading, arithmetic, and geography, the proficiency of the pupils examined by me in 1863 appears to have been pretty much on a level with that of those examined in 1861.

(*b.*) That the proficiency in writing from dictation and penmanship was considerably higher in 1863 than in 1861; and

(*c.*) That the proficiency in grammar was considerably lower in 1863 than in 1861.

9. The following table will show the state of the 87 schools in respect

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of the observance of order, cleanliness, and discipline, and the supply of school requisites and school apparatus:—

State of Schools as regards	Good.	Fair.	Middling.	Bad.	Total.	Per-centage of Good and Fair.	Per-centage of Bad.
Order,	35	34	14	4	87	79·3	4·6
Cleanliness,	36	35	11	5	87	81·6	5·7
Discipline,	34	31	17	5	87	74·7	5·7
Requisites,	35	10	8	34	87	51·7	39·1
Apparatus,	39	29	17	2	87	78·2	2·3

It will be observed, that I found a large proportion of the schools in a *bad* state in respect of the supply of ordinary school requisites. But to prevent erroneous conclusions, it is necessary I should explain that my practice is to characterize all schools as in a bad state in this respect in which I do not find that the teachers have *on hands* an adequate sale-stock of lesson-books, copy-books, slates, slate-pencils, pens, and ink. In not a few of the schools in which I found no sale-stock the pupils who were present were fairly supplied with the necessary requisites.

It must be gratifying to the Commissioners to perceive that I found only two of the eighty-seven schools badly supplied with school apparatus, that is, with maps, charts, diagrams, object-lessons, black-boards, and other appliances useful for illustrating and giving effect to the teachers' instructions. So satisfactory a state of things is attributable, in the main, to the liberal aid afforded to the schools by Mr. Vere Foster, of whose benevolent and enlightened exertions to improve the schools I find ample evidence in even the remotest nooks of my extensive circuit.

I have the honour to remain, gentlemen, your obedient servant,

JOHN E. SHERIDAN, Head Inspector.

The Secretaries, &c., &c.

Wm. A. Hunter, esq.

No. 5.—GENERAL REPORT for the year 1863, on SCHOOLS INSPECTED and TEACHERS EXAMINED, by W. A. HUNTER, Esq., Head Inspector.

Dublin, April, 1864.

GENTLEMEN,—I have now the honour to submit my general report for the year 1863.

My circuit for the year was the same as that in which I was employed in 1862, with the addition, for a part of the year, of the districts of Galway, Loughrea, and Tullow.

I had the supervision of five district model schools, in all of which public examinations were held before the close of the year; these were Kilkenny, Waterford, Trim, Enniscorthy, and Galway.

In the course of the year, my travelling on official duty amounted to 5,420 miles, my expenditure for locomotion being £81 14*s.* 4*d.*, or somewhat over $3\frac{1}{2}d.$ per mile.

Having already sent forward a report on each of the model schools under my care, it is not necessary for me to allude to these schools here. I may remark, however, that at no period in the past history of the system of National education has the opposition to the principle of mixed education, as exemplified and developed in the model schools, been so determined—an opposition guided entirely by clerical influence, and avowedly

directed to the overthrow of the object and fundamental principle of the system of National education in this country, that object being "to afford *combined* literary and moral, and *separate* religious instruction to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils." The District Inspectors associated with me in charge of these establishments, and also the teachers acting under them, have felt it incumbent on themselves to guard as far as possible against the consequences of such opposition, by using every exertion to maintain the schools in the utmost efficiency, and to keep them worthy of the extensive and hearty support which has been extended to them by the laity of every religious denomination. It may not be possible in every case "to promote united education" to the extent contemplated in the erection of these schools. It will, however, be practicable to carry out the other objects set forth by the Commissioners—viz., "to exhibit the most improved methods of literary and scientific instruction, and to train young persons for the office of teacher."

In the course of the year I visited and reported upon 254 ordinary National schools, being a greater number than I inspected in any previous year in my present office. Of these, 125 were fully examined on all the subjects, the remaining 129 being regarded as *incidentally* inspected, and being only partially examined. Of the schools fully inspected, 41 were schools for boys, 35 were schools for girls, and 44 were mixed schools, attended by both boys and girls; of the last number, 3 were infant-schools, under female teachers. There were likewise 5 Poor Law Union schools, having two departments in each.

It is to be regretted that there is so little anxiety on the part of managers to establish schools for infants. The schools of this class which I visited were Athboy, in the county Meath; Miltown Malbay, in the county Clare; and Mohill, in the county Leitrim. The two first are conducted in a very satisfactory manner, having been in operation for a considerable time, and being supplied with experienced teachers; the last is comparatively recently established, and the teacher is inexperienced, but satisfactory progress has been made.

In the five Poor Law Union schools, the answering and general proficiency were fair, and the order and discipline satisfactory. These schools were attached to the following Unions:—Tipperary, Kilmallock, Enniscorthy, Trim, and Wexford.

The following table shows the character of the attendance in the several schools which I inspected:—

	In 41 Male Schools.	In 35 Female Schools.	In 44 Mixed Schools.		In 5 Poor Law Union Schools.	
			M.	F.	M.	F.
Present and examined,	2,244	1,546	1,308	922	228	208
Average number on rolls for 12 months previous to date of inspection,	3,767	2,750	2,311	1,616	265	242
Average daily attendance for 12 months previous to date of inspection,	2,153	1,552	1,241	848	208	186

The total number found present and examined in these 125 schools, amounted to 3,780 males and 2,676 females; the average attendance at these schools for twelve months previous to the date of inspection, as taken from the daily report-books, was 3,602 boys and 2,586 girls. When it is remembered that my inspections were made in every case without notice, these figures furnish satisfactory evidence that the most perfect

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reliance may be placed upon the returns of attendance furnished by the teachers. I selected for my inspections the seasons at which a respectable attendance might be expected, and I succeeded in finding in the schools, taken together, a number somewhat higher than the average.

The following table gives the classification of the pupils arranged in a similar manner :—

Class.	In 41 Male Schools.	In 35 Female Schools.	In 44 Mixed Schools.		In 5 Poor Law Union Schools.	
	M.	F.	M.	F.	M.	F.
First Book, . . .	735	546	514	371	89	97
Second Book, . . .	627	407	324	280	71	44
Sequel, ...	375	279	206	140	30	37
Third Book, . . .	308	171	173	89	30	20
Fourth Book, . . .	176	138	87	42	8	10
Fifth Book, . . .	23	5	4	0	0	0
Total, . .	2,244	1,546	1,308	922	228	208

The following table has reference to the 120 ordinary schools :—

	Total Number Examined.	Per-centage in each Class.
First Book, . . .	2,166	36·
Second Book, . . .	1,638	27·2
Sequel, ...	1,000	16·6
Third Book, . . .	741	12·3
Fourth Book, . . .	443	7·4
Fifth Book, . . .	32	0·5
Total, . .	6,020	–

The proportion of the children found in attendance in the several classes in the schools inspected by me for the last four years in different parts of the country, and under different circumstances, is found to be nearly the same, as appears from the annexed table :—

	In the north midland group, having Monaghan for centre.		In the south midland group, having Kilkenny for centre.	
Per-centage learning—	1860.	1861.	1862.	1863.
First Book, ...	35·2	33·4	33·0	36·0
Second Book, ...	28·2	27·6	28·6	27·2
Sequel, ...	17·9	16·9	17·0	16·6
Third Book, ...	12·4	12·9	12·6	12·3
Fourth Book, ...	5·9	8·3	7·9	7·4
Fifth Book, ...	·4	·9	·9	0·5

Of the schools visited within the past year, a larger proportion was under the care of teachers having a lower class than in the previous year, hence a lower degree of proficiency was found. It would appear, however, that we have now reached a period in the history of National education when further progress is not, under present circumstances, to be expected. With a few exceptions, the managers evince no heartiness in their support of the schools. The frequent increments from the Treasury to the teachers' salaries have been to a great extent rendered ineffective by corresponding reductions in the school fees. The agitation which has been carried on against the training establishments, and the refusal of a great number of managers to permit their teachers to attend at the model schools in Marlborough-street as well as at the district model schools, and their refusing

to employ any teacher who has been so trained, must have the effect of altogether checking that advancement which for many years has been marked and progressive. Several of the old teachers who were trained over twenty years ago, and who have rendered excellent service, are retiring under the influence of declining years, and having the inducement of the "retiring allowance." The places thus left vacant are frequently filled by inexperienced, untrained aspirants to the office of teacher, taken from the locality, rather than by teachers who have the proper qualifications. In this, however, as in many other cases, it is much easier to see the tendency towards retrogression than to point out the remedy.

The following tables show the character of the teaching in the schools which I inspected :—

In thirty-five female schools—

	Excellent.	Good.	Fair or Medium.	Indifferent	Bad.
Reading,	1	12	10	8	4
Penmanship,	5	9	11	6	4
Arithmetic,	2	6	13	9	5
Writing from dictation,	7	14	9	1	4
Grammar,	–	14	6	12	3
Geography,	–	14	6	11	4
Needlework,	3	10	14	3	5

In forty-one male schools—

	Excellent.	Good.	Fair or Medium.	Indifferent.	Bad.
Reading,	4	9	14	8	6
Penmanship,	7	16	9	8	1
Arithmetic,	5	10	14	8	4
Writing from dictation,	7	16	8	6	4
Grammar,	1	12	16	10	2
Geography,	4	9	16	10	2
Extra branches,	2	8	7	6	4

(In 14 schools no extra branches.)

In forty-four mixed schools—

	Excellent.	Good.	Fair or Medium.	Indifferent.	Bad.
Reading,	5	7	11	12	9
Penmanship,	4	12	17	6	5
Arithmetic,	1	15	7	15	6
Writing from dictation,	6	12	13	7	6
Grammar,	1	13	13	11	6
Geography,	1	13	14	11	5
Extra branches,	2	6	11	3	2

(In 20 schools no extra branches.)

It will be seen that the important subject of writing from dictation is receiving much attention, and that excellence in it has been attained in a considerable number of the schools. Reading does not occupy that position to which its great importance entitles it. In penmanship results generally satisfactory have been found ; teachers more frequently set head-lines that may be properly regarded as copies, consisting of plain, well-formed letters ; the copy-books are more neatly kept, and the style of execution is more finished. The great attention paid to this subject for some time back by the Inspectors has not been in vain. In arithmetic a high degree of excellence had not been attained in many schools, while a considerable number were marked "good" or "fair." I regard grammar and geography as of secondary importance to the branches already enumerated, and they do not occupy a high place in the tabulations. I do not think that the schools, generally, are improving as regards a sound knowledge of these subjects.

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Head Inspectors' Reports on Schools Inspected and Teachers Examined.

Wm. A. Hunter, esq.

Needlework in female schools is receiving a fair amount of attention. The system of paying work-mistresses, especially in schools conducted by female teachers, is open to objection. Every female teacher should feel herself as much called upon to impart instruction to girls in needlework as in the other subjects. If in this respect every teacher possessed the proper qualifications, it would be as unnecessary to appoint a *work-mistress* in a female school as a writing-mistress or a mistress for arithmetic. I have sometimes found that in schools where these teachers had been employed and were subsequently discontinued the teaching of work altogether ceased. A very frequent complaint urged by female teachers is the want of materials, when, at the same time, there could be pointed out in the school-room abundance of materials in the clothing of the children requiring some little mending. This most useful industrial occupation is seldom sufficiently practised.

I fear that the numbers who are proficient in *extra branches* in male schools are diminishing. This must, however, follow as a natural consequence if children are withdrawn before they have arrived at the age when these subjects may be beneficially entered upon. In *extra branches* are included geometry, mensuration, bookkeeping, &c., for the teaching of which many of the old *hedge schools* were justly celebrated. It is only where a teacher is found who has a good knowledge of the subjects, and some enthusiasm in teaching them, that large, well-taught classes are to be found. Still, where such teachers exist they are certain to have pupils studying the subjects.

I examined the teachers of twelve districts. Out of 206 male teachers dealt with, 72 were promoted, 104 were left stationary, 12 were absent and excused, and 18 were dismissed. This large number of dismissals is a proof of what I have already alluded to—viz., a tendency on the part of managers to introduce young persons who have not the proper qualifications. When it is considered that any teacher who could answer in the course required for a paid monitor of the third year would be accepted, some idea may be had of the class of persons who are dismissed.

Out of 164 female teachers who were summoned in the same twelve districts, 90 were promoted, 55 were left stationary, 10 were absent and excused, 8 were dismissed, and 1 was depressed.

The examinations of the paid monitors were held in the first week of July. It is questionable whether the increase which has been permitted within the year, and which was checked in September, will be followed by satisfactory results. The increase has had the effect of lowering the standard; and in some instances young persons have been appointed who take the situation for the small emolument attached to it, and who have no intention of preparing themselves for the situation of teacher.

I have the honour to be, gentlemen, your very obedient servant,

W. A. Hunter, Head Inspector.

The Secretaries, &c., &c.

APPENDIX D.

Extracts from the Annual Reports of the District Inspectors for the Year 1863.

Distribution of the National Schools: does it agree with the distribution of the population?

No. 1.—*Distribution of the National Schools: does it agree with the distribution of the population?*

District 1, Letterkenny; Mr. Hickey.—It does generally. There are still five or six localities in the district in which National schools are still required.

District 2, Londonderry; Mr. Porter.—In most parts of the district there is a fair correspondence between the number of schools and the educational wants of the population. In a few localities they are rather wide apart, and the pupils have long distances to travel, but the population is quite too thin to afford support for others. In only one place are they so close as to interfere with one another.

District 3, Coleraine; Mr. M'Ilroy.—The distribution of the National schools accords fairly with the distribution of the population. One or two additional schools would be required in the north of Antrim, in the neighbourhood of Ballintoy.

District 4, Ballymena; Mr. Gillic.—Yes; the distribution of the schools accords with that of the population.

District 5, Ballyclare; Mr. Irvine.—The distribution of National schools, I would say, accords very well with that of the population. I believe there is not a house in the district that is out of reach of a National school. There must always be some more conveniently situated than others, but it by no means follows, as might be expected, that the children of those who reside near the school are in advance of those who live at a greater distance; or that the attainments of even young children are much forwarded by their being in the immediate neighbourhood of a school. True it is they can be sooner sent out of the way, as is usually said of children, when sent early to school. People are apt to fancy what fine scholars they would soon have their children under such and such advantages, and consequently the more interested and active set eagerly to work to get up a school convenient to themselves; and hence in some places schools are quite too numerous for the good of any party. They want the element of value, "limitation of supply;" they afford opportunities and facilities for children to change teachers at will; to leave and return when they please, and thus in a way encourage irregularity of attendance, reduce the status of the teacher, and lower the standard of education.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—The towns and their immediate neighbourhoods are well supplied with schools; but there are country districts in the parishes of Maghera, Termoneeny, Greenlough, Ballyscullion, Tamlaght, Errigle, Ballynascreen, and Banagher, where schools are still required. Cases have been brought under my notice of townlands containing nearly one hundred families where, owing to the want of schools, the children have no opportunities of learning to read and write. The number of schools are steadily increasing, however, in the district, and I expect that in the course of a few years they will be sufficient to meet the educational wants of the people.

District 8, Belfast, North; Mr. Nesbitt.—Distribution of schools agrees fairly with that of the population.

District 9, Belfast, South; Mr. W. R. Molloy.—Except in Belfast, where, owing to the rapidly increasing population additional schools are required, the distribution of the schools throughout the district accords, for the most part, with the distribution of the population.

District 10, Newtownards; Mr. Osborne.—This district still requires a good National School at Killinchy, and another at Ballywalter. National Schools are fairly distributed over other portions of this district.

District 11, Donegal; Mr. Currie.—In general it does; yet, in some parts of the district schools have become so multiplied as to greatly exceed the actual requirements of the locality. The inevitable consequence of such unnecessary overcrowding is to generate an unhealthy competition alike prejudicial to the interests of the teachers and the true advancement of sound elementary instruction.

District 12, Sligo; Mr. Kennedy.—The distribution of the schools is generally in accordance with that of the population. Two or three new schools are about to be established; when these are opened the number will be sufficient for the educational wants of the community.

District 13, Enniskillen; Mr. J. Brown.—There is only one National School on an average for every 398 children of school-going age throughout the entire district.

District 14, Omagh; Mr. Adair.—The distribution of the schools in this district corresponds very well with the distribution of the population. There is no locality of any extent which is not provided with National Schools. In some places they are but rather

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Distribution of the National Schools: does it agree with the distribution of the population?

too numerous, and hence in not a few instances the teachers find it difficult to keep up such averages as will warrant payment of their "class salary."

District 15, Dungannon; Mr. O'Neill.—Tolerably well. Some of the localities to which I referred in my last report as unprovided with National Schools have ceased to come under this category, and applications for aid from the Board are pending in others. About twenty additional schools, their sites being judiciously selected, would, in my opinion, be amply sufficient for the educational wants of the district.

District 16, Armagh; Mr. S. Brown.—The distribution of National Schools in this district does accord generally with the distribution of the population.

District 17, Downpatrick; Mr. Patterson.—The distribution of the schools accords very nearly with the distribution of the population.

District 18, Monaghan; Mr. Dowling.—Yes. In all localities the opportunities for education are sufficient; in a few the number of schools established is too large.

District 19, Newry; Mr. Morell.—Generally speaking, it does. With a few additional schools in the barony of Upper Orior, county Armagh, the district would be fairly supplied.

District 20, Ballina; Mr. Healy.—A few additional schools are required.

District 21, Swineford; Mr. Roantree.—The National Schools of this district are, with scarcely an exception, placed in the principal seats of population. There are, however, a few localities in the district in need of National Schools.

District 22, Boyle; Mr. J. W. Rodgers.—It does, for the most part.

District 23, Cavan; Mr. MacCreanor.—Yes, save in two localities in which there are Endowed or Church Education Schools.

District 24, Bailieborough; Mr. Bole.—Yes. The schools are all very suitably located for the convenience of those whom they are designed to benefit. There are only two or three localities in the district where the want of a National School is felt, or where new schools could be erected with any advantage; nor are there any instances in which the schools are so near to one another already as to lead to any injurious consequences.

District 25, Drogheda; Mr. J. Molloy.—Yes; and schools are being built in one or two places where the want of them has been much felt hitherto.

District 26, Westport; Mr. Seymour.—As a general rule the National Schools of this district are situated in the localities where they are most required. The exceptions to this rule are of two kinds—firstly, a few schools exist in places where, from emigration and other causes the population seems at present too small to support a fair average attendance; out of eighty schools I might adduce perhaps three or four cases in illustration; secondly, and a far more notable exception, widely-spread tracts and densely peopled spots are to be found in this district totally unprovided with the means of education. In the western extremity of the parish of Ballynakill, county Galway, there is a tract of country eight miles long, containing 500 families without a single school. In the parish of Ross exists a similar state of things. In Clare Island, with 100 families, there is but one school; in Inishbofin, with 250 families, there are but two; and even in the central and extensive parish of Islandeady, there are many populous villages in a similar condition. Such has been for several years the case of the village of Corrig, near Ballinrobe. In a word, notwithstanding the large emigration from this part of Ireland of late years, I do not exaggerate when I say that twelve additional National Schools are both wanted and desired, and, if judiciously placed, would be well attended in this district.

District 27, Roscommon; Mr. O'Hara.—In the parishes of Rahara and Ballintobber, county Roscommon, the school accommodation is not sufficient. With these exceptions the distribution of schools accords pretty fairly with that of the population.

District 28, Longford; Mr. Bradford.—They are well located; they are placed so as to be central to the population. Very few places now want a National School in this district.

District 29, Trim; Mr. Conwell.—Some small parishes on the map of this district appear to require National Schools, but the children in these localities can conveniently attend the National Schools already in operation in adjoining parishes.

District 30, Dublin, North; Mr. O'Carroll.—Yes, it does.

District 31, Ballinamore; Mr. Kealy.—In most parts of this district the distribution of the National Schools accords very well with the distribution of the population. Within the past year four additional schools have been taken into connexion, affording the means of education to 340 children. In three localities National Schools are required, but in the cases of two of these applications have already been made, and in the third instance an application will shortly be made.

District 32, Tuam; Mr. M'Sweeny.—The schools are very irregularly distributed. There are only two ordinary National schools within a circuit of four miles; there are four others within a circuit of seven miles; and the remainder (95) stand at distances ranging from seven to thirty-three miles.

District 33, Mullingar; Mr. D'Arcy.—The distribution of the schools accords with the distribution of the population.

District 34, Galway; Mr. Wilson.—Two schools have been erected in the barony of Ballynahinch during the year, and some others are in process of building; otherwise, the distribution of schools remains unaltered since my last report.

District 35, Ballinasloe; Mr. Simpson.—Very fairly, one or two localities excepted, *e.g.*, the town of Ballinasloe, where active opposition exists; and on one of Lord Clonbrock's estates, where his Lordship liberally endows a free school for the use of his tenantry.

District 36, Parsonstown; Mr. M. FitzGerald.—Except in one or two localities, the National Schools are pretty evenly distributed over the district. The school accommodation, however, is not yet adequate to the wants of the population. No change has taken place during the year just past; for, though three new schools have been opened, three others have been struck off the rolls.

District 37, Maynooth; Mr. MacSheehy.—Substantially it does. There are still a few backward localities about the Bog of Allen and on the borders of the Wicklow mountains in want of National Schools. Such are Blackditches, near Blessington; Blackwood, near Robertstown; Feighcullen, near Allen. In those neighbourhoods and in one or two others "adventure" schools are supported, either permanently or very nearly so, the non-National teachers being in nearly all instances long settled where they now teach. I do not know of any new teacher having set up a "hedge" school or taken one in succession within the last four years.

District 38, Dublin, South; Mr. MacDermott.—It does.

District 39, Tullow; Mr. Mitchell.—In the main, yes. There are two or three points in this district where the want of a school is felt, but I have reason to believe that before the end of another year this want will be supplied. In fact, I know of one case, in which the parish priest is applying—if he has not already applied—to have a newly-opened school taken into connexion by the Board; and I know of another case in which a school-house is now being built, with the same object in view. These two new schools, with another wanted in the neighbourhood of the town of Shillelagh, would fairly supply the existing population in this district.

District 40, Wicklow; Mr. Mahony.—The distribution of schools coincides with that of the population, so far as that schools are within convenient reach, except in some portions of Wicklow and Wexford. In one part of Wicklow, with a crowded population, earnest efforts have not been spared to establish schools which would surely be well attended; but as sites for them are refused, no inconsiderable number must remain practically destitute of all means of education except such as they will not have. In a few places, especially in Wicklow, the population is too thinly scattered to sustain a school. Certain portions of Wexford want schools badly, but there is little concern to provide them. Altogether some eight or ten additional schools are wanted in the district; and two or three, attended by males and females, should be made separate. Of late the increase of schools has been steadily progressive. There were in 1859, 72; 1860, 79; 1861, 88; 1862, 95; 1863, 98. National Schools are nowhere in such inconvenient proximity as to impoverish or hurt each other. Except in the larger towns, a choice between two schools is seldom to be had. In every instance where the attendance is low, it is so, not because other schools are near, but because the circumstances of the locality do not afford a larger number of pupils.

District 41, Portarlington; Mr. Graham.—Yes, it does.

District 42, Gort; Mr. Cowley.—The schools already in operation are suitably placed, but there exists a necessity for seven or eight more. In several parishes there are none, and the same is the case with a large tract of land along the sea-shore, where there is a considerable population.

District 43, Thurles; Mr. Lawler.—It does in general, but in the town of Thurles there is no male National School; there is a large Christian Brothers' school instead.

District 44, Athy; Mr. Coyle.—Yes, very much so.

District 45, Ennis; Mr. O'Galligan.—No. The annual report for the year 1862, showed that the baronies (Moyarta and Islands) which contain the leading towns of the county (Kilrush, Kilkee, and Ennis), are provided with but a very limited number of National Schools, the population of each being taken into account. This disproportion still exists. With reference to the other barony (Inchiquin) alluded to in the same report, two schools have within the past year been established on its borders, which partially supply the wants of the adjoining parishes. In other portions of the same barony National Schools are still required, the parishes of it which are included in the neighbouring district being, however, a striking exception.

District 46, Tipperary; Mr. Potterton.—Fairly, on the whole; change, indeed, from last year very slight. Three *new* schools added within the year are in widely separated parts of the district. At the close of 1862, eight schools (one a very large convent one) were transferred to Mallow district.

District 47, Kilkenny; Mr. Harkin.—Yes, it does.

District 48, Youghal; Mr. J. G. FitzGerald.—Generally speaking it does, but there are seven parishes in the district in which there are no National Schools.

District 49, Waterford; Mr. Eardley.—Yes, but four additional schools would be required, which will probably be established in the course of the year.

District 50, Enniscorthy; Mr. Dugan.—The distribution of the National Schools pretty fairly accords with that of the population of the district. I consider, however, that the schools in the baronies of Forth and Bargy are somewhat too numerous. Tacumshin, in

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the former, and Pathangan, in the latter barony, are especially schools which could be well dispensed with. A few additional schools are needed in the north-east of the district, in the neighbourhood of Blackwater. I consider the superabundance of schools in any locality as being very undesirable, and calculated to lower the character and scope of National education. When too numerous, and in the absence of a definite means of support, they present little or no encouragement either in the shape of regular attendance or adequate emolument to able and efficient teachers; they consequently fall into the hands of beginners, seeking to make a start in their profession; the character of each school becomes low and enfeebled, and the very children and parents themselves both indolent and careless. On the other hand, where a proper balance is preserved, and the schools, as it were, created from the actual wants of the locality, both the attendance and support is satisfactory; they are sought after by efficient, experienced men, and become radiating centres of education, to which, from a certain difficulty in obtaining, the parents and pupils look up to with respect; the attendance is punctual, the fees liberal, the teacher is encouraged, and an advanced spirit of emulation and industry prevails.

District 51, Limerick; Mr. O'Callaghan.—Very nearly so, with the exception of the barony of Smallcounty.

District 52, Newcastle; Mr. Robinson.—The number and location of the schools are gradually becoming more nearly in accordance with distribution of population. Schools, however, are still required in some parishes.

District 53, Clonmel; Mr. Lane.—It does.

District 54, Tralee; Mr. O'Driscoll.—No. In the southern and western parts of the district several additional schools are needed. In the towns of Dingle and Tralee there are no male National Schools.

District 55, Macroom; Mr. Strong.—Several parishes in the district are in need of additional schools; those already established accord with the distribution of the population. Preparatory schools are much needed, especially in the towns of Millstreet, Kanturk, and Newmarket.

District 56, Mallow; Mr. MacLochlin.—Yes, fairly so.

District 57, Killarney; Mr. Macnamara.—It accords fairly with the distribution of the population.

District 58, Bantry; Mr. H. W. M. Rodgers.—On the whole, National Schools are spread over the district with a fair regard to the distribution of the population.

District 59, Dunmanway; Mr. O'Connell.—The distribution of the National Schools does accord with the distribution of the population.

District 60, Cork; Mr. Sheehy.—Yes, it does.

No. 2—*Other Schools for the Poor within the Districts respectively.*

Other Schools for the poor within the Districts respectively.

District 1, Letterkenny; Mr. Hickey.—There are several Parochial and Church Education Society's Schools, the number and character of which I have not ascertained. There is a female school at Letterkenny, conducted by the nuns of the Loretto order.

District 2, Londonderry; Mr. Porter.—Of other schools for the poor there are about twenty; most of them are in connexion with the Established Church. I know of only one hedge school in the district.

District 3, Coleraine; Mr. M'Ilroy.—Church Education Society, 13 schools; Erasmus Smith, 4 schools; Methodist, 2 schools; others, 11 schools.

District 4, Ballymena; Mr. Gillic.—There are about twelve schools for the poor which are not National.

District 5, Ballyclare; Mr. Irvine.—There are few schools in the district that are not National. In Ballynure, Larne, Glynn Village, Muckamore, Randalstown, and Templepatrick, there are parochial schools. In Antrim town there is an Erasmus Smith School, pretty well attended; and in connexion with the Wesleyans there is an infant school, under the patronage of Lady Massereene. There is also an infant school in Randalstown, patronized and supported by a committee of ladies. Between Kells and Connor a good new house has recently been built, in connexion with the Church Education Society. Great efforts have been made, and successfully, to secure a good attendance. The school is well conducted, and at present commands a large number of small children.

District 6, Strabane.—No Return.

District 7, Maghera; Mr. MacDonnell.—The other schools for the poor within the district belong principally to two of the London companies—the Drapers and the Mercers; but I am not sufficiently acquainted with these schools to enter into particulars concerning them.

District 8, Belfast, North; Mr. Nesbitt.—Church Education Society's schools and ragged schools very numerous.

District 9, Belfast, South; Mr. W. R. Molloy.—The other schools for the poor are mainly those in connexion with the Church Education Society. They are situated chiefly in the county Down portion of the district.

District 10, Newtownards; Mr. Osborne.—In connexion with Erasmus Smith's Board, 4 schools; Church Education Society, 10; endowed by landed proprietors or sustained by public subscription, 8; adventure poor schools, 5. Total, 27.

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Other Schools for the poor within the Districts respectively.

District 11, Donegal; Mr. Currie.—A few schools, either under the Church Education Society, or founded and maintained from private funds, but all alike having a sectarian character and object, are still to be met with throughout the district. These, however, exercise but a very small influence in the education even of the classes and denominations for whose benefit they were specially intended; and what shows better than aught else the general estimation in which such institutions are held is, that, save where powerful local influence is brought to bear in coercing an attendance, the parents invariably prefer to send their children to the National Schools, even where the teacher is of a different religious denomination, and the school itself situated at rather an inconvenient distance.

District 12, Sligo; Mr. Kennedy.—With the exception of two schools in Sligo, conducted by the Marist Brothers, and which are largely attended, these are chiefly in connexion with the Church Education Society. There are between thirty and forty, the number of pupils in attendance at those in rural districts being small.

District 13, Enniskillen; Mr. J. Brown.—The annexed table shows the parishes in this district, their population, the number of National Schools (A), and the number of other schools for the poor (B), lying within them.

Parish.	Population.	A.	B.
Clogher,	713	2	1
Aghavea,	4,834	6	7
Magheracross,	3,865	4	6
Devenish,	5,841	7	7
Cleenish,	8,063	13	7
Kilskeery,	7,343	11	6
Galloon,	2,599	3	3
Derrybrusk,	942	2	–
Killesher,	3,705	1	5
Trory,	1,186	–	2
Aghalurcher,	12,845	13	8
Boho,	1,933	2	1
Derryvullan,	7,336	7	4
Kinawley,	2,732	2	2
Enniskillen,	12,608	14	4
Inishmacsaint,	6,440	6	2
Rossory,	2,719	1	2

On an average there is only one school of any kind for the poor for every 233 children of school-going age throughout the entire district.

District 14, Omagh; Mr. Adair.—The only schools not National for the poor in this district are six Church Education Schools, one Endowed School, and one Christian Brothers' School.

District 15, Dungannon; Mr. O'Neill.—There are about eighty schools in connexion with the Church Education Society. Many of these, I am informed, have little more than a nominal existence, being closed for long intervals at different times of the year, and the number attending them, while open, being very limited.

District 16, Armagh; Mr. S. Brown.—Of other schools for the poor within this district, there are ninety connected with the Church Education Society, or Erasmus Smith's Board, eight private schools, one Christian Brothers', and one Charter School.

District 17, Downpatrick; Mr. Patterson.—For every three National Schools in this district there are about two non-national.

District 18, Monaghan; Mr. Dowling.—There are not more than eight or ten schools for the poor not in connexion with the Commissioners of National Education. These are frequented chiefly by members of the Established Church, the total number of pupils being probably under 200. Two schools of this class sought aid from the Board during the past year, and are now on the roll of National Schools.

District 19, Newry; Mr. Morell.—There are about thirty Church Education Schools in the district. Not more than eight or ten of these are well attended or properly supported. I know of only one hedge school in the district.

District 20, Ballina; Mr. Healy.—Of other schools for the poor within the district there are—Church Education, about twenty; Wesleyan, a few; Presbyterian Missionary, about fourteen; Endowed Schools, a few; and some hedge schools.

District 21, Swineford; Mr. Roantree.—There are five schools connected with the Church Education Society, two Presbyterian Schools, and over twenty adventure schools.

District 22, Boyle; Mr. J. W. Rodgers.—These consist of private schools, which are in general badly conducted, and of schools deriving aid from the Church Education Society and from landlords.

District 23, Cavan; Mr. MacCreanor.—The Church Education and locally endowed schools are pretty numerous in the north and west of this district.

District 24, Bailieborough; Mr. Bole.—There is a large school at Oldcastle, containing male, female, and infant departments, and supported from a bequest. Besides this, there are about twenty schools in connexion with the Church Education Society throughout the district.

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Other Schools for the poor within the Districts respectively.

District 25, Drogheda; Mr. J. Molloy.—The Christian Brothers have two schools in Drogheda. There are Endowed Schools in Drogheda, Dundalk, and Ardee, and in the rural districts, several in connexion with the Church Education Society.

District 26, Westport; Mr. Seymour.—Castlebar Convent School (female); Westport Convent School (female); Newport Parochial School; Newport Presbyterian School; Carraholly (Church Education Society); Ballycroy (Irish Church Mission); near Kelladoone (Irish Church Mission); Treenlaur—Lord Plunket's Protestant (mixed); Toormakeady—Lord Plunket's Protestant (male and female); Partry Monastery (male) School; Ballintober Monastery (male) School; Achill Monastery (male) School; Achill Missionary Schools (four); Tully Missionary Schools (two); Westlands (private) mixed; also several "hedge schools," probably not less than twelve or fifteen, scattered over the district.

District 27, Roscommon; Mr. O'Hara.—Private schools for the poor, or "hedge schools," as they are rather contemptuously called, have almost entirely disappeared from this district. In the towns of Roscommon, Athlone, and Ballymahon, and in the village of Kenagh, there are Church Education Society Schools.

District 28, Longford; Mr. Bradford.—Twenty-four schools under the Church Education Society, having generally a small attendance; six private schools, badly attended and no way flourishing.

District 29, Trim; Mr. Conwell.—A school under the Incorporated Society in Trim; two Endowed Schools in Navan; two largely attended schools in Kells—one conducted by the Christian Brothers, and the other by the Sisters of Mercy. There are also schools at Allenstown, Ardbracan, Athboy, Ballivor, Clongill, Donaghpatrick, Kildalky, Navan, Rathcore, and Rathmolyon, under the superintendence of the clergy of the Established Church.

District 30, Dublin, North; Mr. O'Carroll.—Christian Brothers' Schools in North Richmond-street, Mary's Place, and by St. Laurence's Church, North Circular-road; Convent Schools in Upper Gardiner-street, Cabra, North William-street, and Glasnevin; a large Roman Catholic School in Mecklenburg-street; Established Church Schools in almost every parish—viz., St. George, St. Thomas, St. Michan, St. Paul, and in most of the rural parishes, especially at Swords, Coolock, Castleknock, Clontarf, Malahide; and Established Church Free Schools in Rutland-street, Mountjoy-street, Gardiner-street; an Orphan School on the North Circular-road; a Presbyterian School in King's Inns-street; another in Mary's Abbey; an Erasmus Smith School in Ballymun; the Hibernian School in the Park; an Orphan School on the North Circular-road; a Roman Catholic Orphanage near Glasnevin; the Blue Coat Schools in Blackhall-street; Morgan's Charity Schools on the Royal Canal.

District 31, Ballinamore; Mr. Kealy.—Thirty-eight Church Education Society Schools, two schools under Lady Erne, twenty-two hedge schools, one private school.

District 32, Tuam; Mr. McSweeny.—There are five schools under the Church Education Society. The hedge schools are very numerous; one is to be found in every locality which National Education has not as yet reached. There are three convent schools and four male schools conducted by either Christian Brothers or members of some religious order.

District 33, Mullingar; Mr. D'Arcy.—There is a school in Mullingar, conducted by the Christian Brothers, which is numerously attended; and Church Education Schools in Moate, Castlepollard, Kilbeggan, and Tyrellspass, which are not numerously attended.

District 34, Galway; Mr. Wilson.—These consist of Irish Church Mission Schools, convent schools conducted by monks and nuns, and adventure schools. I have no change to report.

District 35, Ballinasloe; Mr. Simpson.—Ballinasloe, Clonbrock, Ahascragh, Mountshannon, supported by landlords; Eyrecourt, Erasmus Smith's foundation; twelve Church Education Society and Church Mission Schools; at least forty small venture schools, and some hedge schools.

District 36, Parsonstown; Mr. M. FitzGerald.—Christian Brothers' School in Nenagh; Erasmus Smith's and Miss Birch's Schools in Roscrea; Mrs. Stoney's, at Portland, near Portumna. There are about twenty Parochial Schools under clergymen of the Established Church, the majority of which are in connexion with the Church Education Society. There are also some hedge schools, chiefly in localities inconveniently situated with regard to the National Schools.

District 37, Maynooth; Mr. MacSheehy.—The schools for children of the Established Church, or, more correctly, those in which Scriptural instruction is indispensable, number from twenty-eight to thirty, and are generally connected with the Church Education Society or with some kindred association. They are of necessity small schools, the district containing few towns and the population comprising but a very small number of Protestants of the lower order. No other denominational schools exist in the district. The few private schools in the rural localities are slowly dying out. Small private schools are maintained in Edenderry, Celbridge, Lucan, Naas, the children occasionally changing between these and the National Schools. As in the rural localities, it would appear that no new teacher ventures a rivalry with the National Schools. At Leixlip the most prosperous private school for the lower class has lately become extinct, the teacher having obtained employment of another kind.

District 38, Dublin, South; Mr. MacDermott.—There are Poor Schools attached to all

the Protestant and Presbyterian churches in this district, but they are attended only by children of those communions. *Appendix D.*

Other Schools for the poor within the Districts respectively.

District 39, Tullow; Mr. Mitchell.—There are, perhaps, less than a dozen of the old hedge schools scattered through the district. Every important village has its Church Education School.

District 40, Wicklow; Mr. Mahony.—No change from condition reported last year.

District 41, Portarlington; Mr. Graham.—The district is supplied with schools, principally those connected with the Church Education Society.

District 42, Gort; Mr. Cowley.—There are five Church Education Schools, and one conducted by the Christian Brothers. Besides these, there are hedge schools, which spring up wherever an opening for them appears.

District 43, Thurles; Mr. Lawler.—One Christian Brothers' School, about twenty Church Education Society Schools, and about twenty-four hedge schools.

District 44, Athy; Mr. Coyle.—In the rural parts very few—viz., Lackagh Church, Fontstown, Cloydagh, Bilboa, Mayo Church, Colliery Infant; Nurney, County Carlow; Calverstown, Ballysax, Curraghclone, Ballintubbert. I am not aware that there are any others. In nearly all the towns there are such schools—as in Dunlavin, Baltinglass, Castledermot, Carlow, Monasterevan, Stradbally, and Ballylinan.

District 45, Ennis; Mr. O'Galligan.—Church Education Society, about fourteen; Erasmus Smith's foundation, two; Confraternities of Christian Brothers, two; "hedge" or "private" schools, about thirty-three; in all, fifty-one. A few schools (in Ennis and Kilrush) which are principally attended by "classical" pupils are not included in the list of "private" schools.

District 46, Tipperary; Mr. Potterton.—Two Erasmus Smith's, sixteen Church Education, forty-five adventure. Of these last (the adventure) schools no fewer than eighteen are in the town of Tipperary, still their combined attendances are less than the attendance in the *two* National Schools. Indeed the amount of education, either as regards the school training or the number of pupils, given in this district in other than our schools is very much less than the mere number of non-National schools would seem to indicate.

District 47, Kilkenny; Mr. Harkin.—There are twenty parish schools in connexion with the Established Church, nineteen private adventure schools, and one convent school.

District 48, Youghal; Mr. J. G. FitzGerald.—There are seventy other schools in the district—viz., schools connected with the Church Education Society, schools conducted by the Society of Christian Brothers, and private schools, usually called "hedge" schools. There are also two large convent schools not connected with the National Board.

District 49, Waterford; Mr. Eardley.—The Protestant poor in the city of Waterford are educated at parochial schools. There are large schools in the city for the Roman Catholic poor, conducted by Nuns and Christian Brothers. Of their efficiency I have no means of arriving at a judgment; a large attendance is secured through the unremitting exertions of the clergy. There is a school at Curraghmore, the seat of the Marquis of Waterford, conducted on the system of the Kildare-place Society. There are six hedge schools in the district, pretty numerously attended. At Newmarket, where there is an excellent school-house, the pupils were withdrawn by the influence of the parish priest, and sent to a hedge school which was established in the village.

District 50, Enniscorthy; Mr. Dugan.—New Ross, Endowed Schools; Enniscorthy, Erasmus Smith School; Wexford, do.; two large schools under the care of the Christian Brothers in Enniscorthy; two do. in Wexford. Private Schools—Two in Wexford, two in New Ross, three country or hedge schools.

District 51, Limerick; Mr. O'Callaghan.—Four Christian Brothers' Schools in the city of Limerick, and one in the town of Adair; two Villiers' Endowment (E. C. and Pres.) in Limerick; one, Leamy's School, open to all denominations; one Ragged School (E. C.) in Limerick; one Asylum for Blind Girls; a Church School (E. C.) in each parish.

District 52, Newcastle; Mr. Robinson.—The other schools are those supported and taught by the Christian Brothers, and the private or venture schools; the first-class are three in number—one in Bruff, one in Rathkeale, and one in Newcastle. Although the attendance in these is very large—as must necessarily always be the case in schools receiving so much of the influence of the clergymen—the National Schools are more popular. The people value them more highly, and consider that their children make greater progress in them. The hedge schools are taught by men of very low attainments—generally by dismissed National teachers or very old men who have failed in obtaining recognition by the Board. Their schools are exceedingly bad—devoid of all system, ill provided with books and furniture, so that, as a Roman Catholic clergyman said lately when speaking of the benefits of the National system, "the very best hedge school is far worse than the worst National School." Those schools exist from two causes—1st, from the difficulty of erecting National Schools, for when this difficulty is over they invariably are removed to other localities; and 2nd, from a belief, still prevalent amongst certain portions of the peasantry, that very young children are better taught in them than in the National Schools. This error is gradually dying out, more rapidly now than before, owing to the great attention that I have forced the teachers to pay to the junior classes. In a few years these will disappear.

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Other Schools for the poor within the Districts respectively.

District 53, Clonmel; Mr. Lane.—Thirty-six, viz., twelve Church or Scriptural schools, eighteen hedge schools, three Christian Brothers' schools, and three convent schools.

District 54, Tralee; Mr. O'Driscoll.—In almost every parish there is a parochial school, and in the localities not supplied with National Schools there are hedge schools. In the town of Dingle there is one, and in Tralee two largely attended schools, conducted by the Christian Brothers.

District 55, Macroom; Mr. Strong.—There are about ten Parochial Church Schools, and about the same number of "hedge schools." These latter have a fitful existence, and are fast dying out.

District 56, Mallow; Mr. MacLochlin.—No definite information as to these schools.

District 57, Killarney; Mr. Macnamara.—There are four Parochial Schools within the district, and a small number of hedge schools scattered over the district at wide intervals. These latter are by no means permanent establishments; they are seldom in operation for twelve months consecutively.

District 58, Bantry; Mr. H. W. M. Rodgers.—There are, as far as ascertained, at least thirteen schools in connexion with the Church Education Society, and at least four hedge schools.

District 59, Dunmanway; Mr. O'Connell.—There is a Church Education School every place where there is a chance of any pupils attending.

District 60, Cork; Mr. Sheehy.—No remarks.

Increase, if any, in the number of National Schools during the year, and the character of those added.

No. 3.—*Increase, if any, in the number of National Schools during the year, and the character of those added.*

District 1, Letterkenny; Mr. Hickey.—Three non-vested schools added.

District 2, Londonderry; Mr. Porter.—One school added during the year.

District 3, Coleraine; Mr. M'Ilroy.—Three schools added during the year.

District 4, Ballymena; Mr. Gillic.—Two day and two night schools were taken into connexion.

District 5, Ballyclare; Mr. Irvine.—Three day and one evening school added during the year.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—Seven schools were taken into connexion.

District 8, Belfast, North; Mr. Nesbitt.—Nine added during year; principally ragged schools, with large attendance.

District 9, Belfast, South; Mr. W. R. Molloy.—Seven new schools (ordinary), were added to the roll of the district within the year. They are all suitable and commodious buildings, (the erection of one cost upwards of £600), and command a large attendance.

District 10, Newtownards; Mr. Osborne.—Three schools were taken into connexion during the year.

District 11, Donegal; Mr. Currie.—Six schools were added during the year.

District 12, Sligo; Mr. Kennedy.—Six schools were added during the year.

District 13, Enniskillen; Mr. J. Brown.—One evening school added during the year.

District 14, Omagh; Mr. Adair.—No increase.

District 15, Dungannon; Mr. O'Neill.—Four new schools. These new schools are above the average of National Schools in this district, so far as the school-houses, fitting up, &c., are concerned; and, no doubt, they will in due time prove highly efficient in imparting instruction to the children of the respective localities.

District 16, Armagh; Mr. S. Brown.—Four day schools and one evening school added during the year.

District 17, Downpatrick; Mr. Patterson.—One school added to roll of this district.

District 18, Monaghan; Mr. Dowling.—Three schools added during the year.

District 19, Newry; Mr. Morell.—No increase.

District 20, Ballina; Mr. Healy.—Two schools added, and one re-opened.

District 21, Swineford; Mr. Roantree.—Six non-vested schools were added during the year. The school-houses are well or fairly built; three of them are slated, the other three thatched; the floors of two are boarded; all except one are numerously attended; three are in charge of probationary teachers; two are conducted by third class teachers; and one, a very promising school, by a teacher of the first class. A grant for the erection of a National School, to be vested in trustees, at Brierfield, county Roscommon, has also been made within the year. The building has not been commenced. The Cloongee Male and Female National Schools, vested in the Commissioners, have been opened within the year under teachers of the highest division of first class, and have made a favourable commencement.

District 22, Boyle; Mr. J. W. Rodgers.—Four schools have been added to the roll during the year. Two of these are of indifferent character as yet; the other two are promising.

District 23, Cavan; Mr. MacCreanor.—There were six ordinary schools added, and four struck off, leaving an increase of two for the year.

Increase, if any, in the number of National Schools during the year, and the character of those added.

District 24, Bailieborough; Mr. Bole.—There were three schools taken into connexion by the Board in this district during the year 1863.

District 25, Drogheda; Mr. John Molloy.—Four schools were added. All are in operation and working very fairly.

District 26, Westport; Mr Seymour.—No change.

District 27, Roscommon; Mr. O'Hara.—The number of National Schools has been increased by five. These five are rural schools, and are generally of the same character as the other schools of that class.

District 28, Longford; Mr. Bradford. Three.—One is well managed and taught; the house is an excellent slated building; well provided with every requisite. The others are held in small thatched buildings in wild localities. All these are mixed schools, and well attended by both sexes. Only one has a boarded floor.

District 29, Trim; Mr. Conwell.—The only increase during the year has been the Ballivor Boys' and Girls' Schools. The Phillinstown National School (4,309), vested in Local Trustees, which had been suspended since 31st December, 1858, was re-opened on 9th February 1863, and has since continued in operation.

District 30, Dublin, North; Mr. O'Carroll.—Two schools added.

District 31, Ballinamore; Mr. Kealy.—In all, four schools have been added.

District 32, Tuam; Mr. M'Sweeny.—Nine schools have been added during the year. Five of this number support a large attendance; two others a tolerable average; and the remaining two are building cases, in which progress has not yet been made.

District 33, Mullingar; Mr. D'Arcy.—There has been no increase, because, although one school—Milltown, female, No. 2—was taken into connexion, another—Kilbride, female—was struck off the roll.

District 34, Galway; Mr. Wilson.—Five new schools have been added to the rolls during the year, but one is a building case, and is intended to replace an unsuitable house, in which the present Barna Female School is held. Two others are Bushypark Female and Errislannan, both of a very middling character. The remaining two are Bawnmore Male and Female, which were placed in charge of good teachers (Roman Catholics): they promised to be largely attended, and most beneficial in their influence; but they were denounced by the parish priest, and their prosperity has been thus interrupted. In addition to these the Tullokyne and Menlough Male and Female Schools, vested in the Commissioners, were opened for the reception of pupils at the beginning of the year, but were immediately afterwards denounced. Tullokyne commanded a large attendance for a brief period, but was soon reduced to one pupil, the teacher's brother; while very few were ever permitted to enter the Menlough Schools. These school-houses were erected on the application of the landlords, and are situated in the centres of large populations, *never before* provided with school accommodation.

District 35, Ballinasloe; Mr. Simpson.—One non-vested school added.

District 36, Parsonstown; Mr. M. FitzGerald.—Three schools added during the year. Cullenwaine (ordinary non-vested school); Longford (ordinary non-vested school); Banagher (female), convent school.

District 37, Maynooth; Mr. MacSheehy.—No increase occurred.

District 38, Dublin, South; Mr. MacDermott.—Six. The school accommodation very good; the teachers appear to be anxious to discharge their duty; the schools promise very fairly.

District 39, Tullow; Mr. Mitchell.—No increase.

District 40, Wicklow; Mr. Mahony.—Clologe (female) and Ballymoyle—both so short a time in operation that no opinion can be well formed of their future efficiency. The attendance in each will always be inconsiderable, and the proficiency not more than of an average character. Two schools at the Seven Churches, for which grants were made in a former year, are just completed. Judging by the success of kindred schools erected by the same company ("mining") at Ballycorus, and the liberality with which the best agencies of instruction will be provided, these schools would be eminently successful; but they are likely to encounter a formidable opposition, which may leave them at least comparatively inoperative for some time to come.

District 41, Portarlington; Mr. Graham.—Increase of two National Schools—Barnashrone, Queen's County, non-vested; and Geashill, King's County, non-vested.

District 42, Gort; Mr. Cowley.—One school added during the year.

District 43, Thurles; Mr. Lawler.—Clohinch, male and female, non-vested; house good; school-rooms neat and well fitted up; well situated. Crosspatrick Evening, non-vested; attendance pretty good; a useful school.

District 44, Athy; Mr. Coyle.—No increase took place in the number during the year, three new schools merely balancing two struck off and one suspended.

District 45, Ennis; Mr. O'Galligan.—An increase of three:—Ballard, a "mixed" school (under the charge of a male teacher and an industrial assistant), situated on the verge of the Atlantic, within a few miles of Kilkee; Letterkelly Male, a school situated in a mountain glen, on the new road from Miltown Malbay to Ennis, and within a few miles of the former town; Letterkelly Female, a school held in the same house as the preceding school, but under a distinct teacher.

District 46, Tipperary; Mr. Potterton.—College and Knockainy (female), have already

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Increase, if any, in the number of National Schools during the year, and the character of those added.

grown to such importance as to have got recognised assistant teachers. Another, Hore Abbey, is a "re-opened" school; it supplies a want not otherwise readily met, but will never be of much importance or cost.

District 47, Kilkenny; Mr. Harkin.—An increase of five schools. Three are in active operation, largely attended, and prosperous. For the other two a building grant was made, since allowed to lapse.

District 48, Youghal; Mr. J. G. FitzGerald.—No increase.

District 49, Waterford; Mr. Eardley.—Ballyhack, female, attended by girls, and taught by a female teacher; Shielbaggon, male, attended by boys, and taught by a male teacher; Shielbaggon, female, attended by girls, and taught by a female teacher.

District 50, Enniscorthy; Mr. Dugan.—None.

District 51, Limerick; Mr. O'Callaghan.—Two schools have been taken into connexion. They are both very numerously attended. A trained teacher conducts one of them, and an untrained teacher has charge of the other. These teachers are young men who have a fair amount of information on method of teaching and on school organization.

District 52, Newcastle; Mr. Robinson.—Three non-vested schools added. Of these, one is a new house, a solid plain building, attended by children of both sexes. The school is taught by a second class teacher. The other two were formerly dwelling-houses, and were fitted up for temporary use as school-rooms; new houses will be built at the end of 1864 to supersede them.

District 53, Clonmel; Mr. Lane.—None.

District 54, Tralee; Mr. O'Driscoll.—Three added—all rural and non-vested.

District 55, Macroom; Mr. Strong.—One school, mixed, has been added during the past year. The house (a temporary one) is somewhat small, but well furnished. The attendance is likely to be pretty good; and a fairly efficient teacher has been appointed.

District 56, Mallow; Mr. MacLochlin.—Eight new schools added.

District 57; Killarney; Mr. Macnamara.—Five schools added during the year.

District 58, Bantry; Mr. H. W. M. Rodgers.—Bantry Female National School, having been transferred to another building, may be almost regarded as a new school, considering its number of pupils, its teaching power, its system and order, and its general arrangements and appliances. Bantry No. 3, which was taken this year into connexion with the Board, is a small school attended by the children of parents who, though respectable, are for the most part of limited means.

District 59, Dunmanway; Mr. O'Connell.—Three schools added during the year.

District 60, Cork; Mr. Sheehy.—Blackpool, male, St. Patrick's, infant, and Queen-street, all in the city of Cork, have been taken into connexion; and a grant has been made to build a new school at Belgooly, a village three miles east of Kinsale. The first three are in operation; and two of them, Blackpool and St. Patrick's, infant, are well attended, but the other, Queen-street, is poorly attended.

General Observations as to Nature and Amount of Accommodation in the Schools.

No. 4.—*General Observations as to Nature and Amount of Accommodation in the Schools.*

District 1, Letterkenny; Mr. Hickey.—Fairly sufficient.

District 2, Londonderry; Mr. Porter.—The accommodation in nearly all cases is ample enough for the attendance, and except in a few schools it is of a suitable kind.

District 3, Coleraine; Mr. M'Ilroy.—The majority of the school-houses afford sufficient accommodation for number of pupils in attendance. In eight the space is quite insufficient.

District 4, Ballymena; Mr. Gillic.—There is considerable improvement in this respect. Several houses have been enlarged, and some boarded floors have been laid down, chiefly through the liberalty of Mr. Vere Foster.

District 5, Ballyclare; Mr. Irvine.—The school accommodation in this district is amply sufficient for the population. In some places there is room to spare, even at those periods when schools are at their best, as in winter and summer. Then, in most schools, there is a good attendance on account of the diminished demand for juvenile labour in the fields. But it is remarkable what trivial excuses are, at all times, deemed sufficient for keeping children from school. There is encouragement in winter for children to go out, as schools are convenient, and in general much more comfortable than the houses they leave.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—The accommodation, on the whole, is sufficient, though about a dozen of schools are rather crowded in the months of January, July, and December, when the attendance is largest. The schools of this district can accommodate 7,503 pupils. The highest monthly average attendance for the last year was 5,113.

District 8, Belfast, North; Mr. Nesbitt.—In general very good.

District 9, Belfast, South; Mr. W. R. Molloy.—Except in the caseof a few of the town schools, which are usually overcrowded, the accommodation may be said to be adequate.

District 10, Newtownards; Mr. Osborne.—There are still one or two unsuitable school-houses in this district which are too low, small, or otherwise inconvenient; but generally speaking the school buildings are appropriate, and have ample accommodation. There are several cases in which the school-houses are ornamental and even elegant.

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General Observations as to Nature and Amount of Accommodation in the Schools.

District 11, Donegal; Mr. Currie.—Having regard to the average attendance per school for the entire district, the accommodation is amply sufficient; more than half of the total number is capable of accommodating over fifty pupils. Increased attention is of late being given to the necessary requirements for having apartments duly warmed and ventilated, and thus secure to the children all the comforts and advantages which the general circumstances of the school admit of.

District 12, Sligo; Mr. Kennedy.—In about half the schools the accommodation is sufficient; the others during five or six months of the year are too much crowded.

District 13, Enniskillen; Mr. J. Brown.—Thirty-one of the houses are indifferent or bad; and in twenty-six cases the furniture is of the same character. There are twelve cases in which the accommodation afforded is inadequate for the average attendance throughout the entire year. There are sixteen other cases in which the accommodation is inadequate at certain periods of the year.

District 14, Omagh; Mr. Adair.—In most cases the school-rooms are fairly large enough for the attendance commanded in them, and on the whole they are pretty well fitted up also. There are only nine school-houses in the district decidedly too small, and but ten that are really badly fitted up. Of the schools in this district there are as many as twenty-one in which the floors are earthen.

District 15, Dungannon; Mr. O'Neill.—The schools are, in general, large enough to accommodate the average attendance. At certain seasons of the year, however, there is a very large increase in the attendance, and the schools, in many cases, are inconveniently crowded.

District 16, Armagh; Mr. S. Brown.—Most of the school-houses are excellent buildings, well lighted and ventilated, and in all respects well adapted for school purposes; and all, except thirteen, have boarded floors. There is accommodation for about 10,300 pupils, while the highest average attendance during the year was about 7,500. Some of the smaller school-rooms were overcrowded during the three summer months; but, generally speaking, the accommodation is sufficient.

District 17, Downpatrick; Mr. Patterson.—In general, the school-houses are comfortable, sufficiently capacious, and well adapted to school purposes, so far as single apartments can be; comparatively few of them containing class-rooms for the separate instruction of particular classes. In seventeen cases there are separate school-rooms for boys and girls, with separate roll numbers. There is only one separate infant school.

District 18, Monaghan; Mr. Dowling.—The amount of accommodation is sufficient in nearly every school in the district. The great decrease in the population of this county (Monaghan), amounting to about 40 per cent. during the last twenty years, must have the effect of reducing the attendance, and leaving more accommodation than will be required.

District 19, Newry; Mr. Morell.—With very few exceptions, the accommodation provided is satisfactory. The greater number of the rooms are boarded and properly lighted and ventilated.

District 20, Ballina; Mr. Healy.—The floor accommodation is, on the whole, sufficient; but in most of the non-vested schools which were not recipients of Mr. Vere Foster's aid, the floors are damp, and the general aspect of the rooms cold, cheerless, and in every way uncomfortable.

District 21, Swineford; Mr. Roantree.—The floor space is, generally speaking, sufficient for the average attendance; but insufficient, in many cases, to prevent overcrowding during those months when the children attend in the largest numbers.

District 22, Boyle; Mr. J. W. Rodgers.—There are but few school-houses in the district which are not open to exception in some respects. Some are badly ventilated, some cheerless and ungainly in their appearance, some deficient, as to draft space, some as to breathing space. They require to be judged by a very low standard; but in most cases they afford sufficient accommodation to the children in attendance.

District 23, Cavan; Mr. MacCreanor.—The accommodation is unsatisfactory in nearly one-fourth of the schools, and poor in nearly another fourth.

District 24, Bailieborough; Mr. Bole.—Most of the schools furnish adequate accommodation for the pupils in attendance. There are a few which are inconveniently crowded, and in which additional accommodation should be provided; and for one or two of the winter months all the schools have a large pressure for space, owing to the numbers who then come to school for a short time, but do not require to be accommodated at any other period of the year. The vested schools all furnish good accommodation for the numbers in attendance

District 25, Drogheda; Mr. J. Molloy.—With a few exceptions quite ample for the requirements.

District 26, Westport; Mr. Seymour.—In thirty-six schools vested in the Commissioners, the space with three exceptions is ample, and the desk accommodation good. In the non-vested schools the same observations applies as regards space, except in four cases.

District 27, Roscommon; Mr. O'Hara.—The accommodation as to space is generally sufficient; the exceptional cases being only about half a dozen. As regards light and ventilation, the accommodation is not quite so good; though, on the whole, tolerable.

District 28, Longford; Mr. Bradford.—More than one-third of the schools are held in

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General Observations as to Nature and Amount of Accommodation in the Schools.

small thatched cabins, with clay floors, imperfectly lighted and ventilated, and provided with indifferent furniture. Proper houses, and well furnished, are greatly wanted here.

District 29, Trim; Mr. Conwell.—The accommodation in the schools and the adaptation of school furniture have been greatly improved in this district by the visits and instructions of the organizers in the majority of the schools.

District 30, Dublin, North; Mr. O'Carroll.—Some of the rural schools are badly fitted up. The schools within the city are well furnished, and, in general, the rooms are good.

District 31, Ballinamore; Mr. Keaty.—The accommodation is frequently insufficient; 66·6 per cent. of the schools are conducted in houses which were originally intended as the dwelling-houses of poor farmers or as barns, or were built in imitation of these structures. A few of these, however, afford fair accommodation; in general they are too small. The remaining 33·4 per cent. of the schools are taught in suitable buildings, with fair or good accommodation. Of this number one is a workhouse school, twenty are vested in trustees, five are situated on chapel ground, four are town schools, and eight are held in commodious buildings erected by the resident gentry.

District 32, Tuam; Mr. M'Sweeny.—The schools in most cases are overcrowded in January, February, June, July, November and December, and the accommodation during these months is inadequate, but during the remainder of the year there is ample room. There are only two schools in the district furnished with galleries for collective teaching.

District 33, Mullingar; Mr. D'Arcy.—With some few exceptions the amount of accommodation in the schools is quite sufficient, allowing eight square feet to each child.

District 34, Galway; Mr. Wilson.—In eighteen schools the accommodation is excellent, in twenty-one fair, in ten middling, and in seven bad. The Galway prison schools are very bad; not at all suitable for the purpose, but it is hopeless, under their present management, to expect any improvement.

District 35, Ballinasloe; Mr. Simpson.—The area is generally adequate, and in the schools recently erected ample head space has been provided. The furniture absolutely necessary is in most cases provided, and kept in good repair, but in its arrangement want of skill generally prevails.

District 36, Parsonstown, Mr. M. FitzGerald.—The school accommodation is generally suitable in its nature, and sufficient in amount. The school-rooms are well lighted and ventilated, and the majority of them are boarded. There are only five houses in the district wholly unfit for school purposes.

District 37, Maynooth; Mr. MacSheehy.—No change has occurred with reference to the amount of space available within the schools, which is, on the whole, very nearly adequate, while in a few cases larger school-rooms are desirable. The Abbey infants' school, often reported as held in too small a room, is to be removed in the beginning of 1864 to one of ample size. The school-houses continue to improve as regards comfort and convenience. Those of Miltown and Athgarvan were floored with boards before the close of the year, Mr. Vere Foster supplying a large part of the funds with his accustomed munificence; and several other houses are, with like aid, to be improved in the same way early in 1864. The coming year will thus be distinguished by an extensive improvement of the defective buildings.

District 38, Dublin, South; Mr. MacDermott.—The school accommodation, with very few exceptions, is respectable; in many cases it is excellent.

District 39, Tullow; Mr. Mitchell.—In several cases the space is insufficient for the attendance during those months of the year in which the greatest number of pupils attend school.

District 40, Wicklow; Mr. Mahony.—No observations under this head beyond what have been made in former reports.

District 41, Portarlington; Mr. Graham.—Quite sufficient school-room for the wants of the pupils.

District 42, Gort; Mr. Cowley.—The accommodation afforded by the schools of this district is unusually good. A more than ordinary proportion, being vested in the Commissioners, are in thorough repair, well fitted up, and abundantly spacious. Most of the remainder afford very fair accommodation. In some few only is the fitting up either unsuitable or inadequate. In still fewer is there any want of space.

District 43, Thurles; Mr. Lawler.—In general the accommodation is good and sufficient, but in fifteen schools it is not sufficient for the numbers sometimes in attendance. On these occasions the schools are crowded to inconvenience.

District 44, Athy; Mr. Coyle.—Except in about seven instances the accommodation is fully equal to the attendance, and in many cases far greater, owing to the decrease in the population. In some cases though the area is sufficient or more than sufficient, it is not available in proportion to its extent, from the fact that the length greatly exceeds the width of the rooms.

District 45, Ennis; Mr. O'Galligan.—Accommodation has been provided in the school-houses of this district for 8,797 pupils, at the rate of eight square feet for each, while the gross number of pupils on the rolls of the schools was only 9,968 for the past year, and the actual average attendance only 5,241 pupils. The absence of separate rooms for gallery instruction, &c., is still much to be deplored.

District 46, Tipperary; Mr. Potterton.—Nature and amount of accommodation generally pretty good. There are, however some cases of very overcrowded mixed schools; but

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some of these it is in contemplation to divide into two separate ones each, for boys and girls.

General Observations as to Nature and Amount of Accommodation in the Schools.

District 47, Kilkenny; Mr. Harkin.—Generally speaking the accommodation is ample. In not more than three or four cases in the district is it insufficient during the seasons, when the attendance of pupils is largest.

District 48, Youghal; Mr. J. G. FitzGerald.—The schools of the district are conducted in houses which are, with few exceptions, substantial structures, slated and boarded, and with accommodation suitable to the educational wants of the neighbourhood.

District 49, Waterford; Mr. Eardley.—The accommodation afforded by the school-rooms is generally more than sufficient for the attendance. In Passage East the school space is entirely insufficient, though the manager pays £8 pounds a-year for the house. He is anxious to build a suitable school-house, but he cannot obtain a site.

District 50, Enniscorthy; Mr. Dugan.—Generally speaking the school-houses are pretty good; in only one instance the accommodation is wholly inadequate for the number in attendance. In several schools the flooring is very defective, being formed of yellow, friable clay, which after a short time wears away into holes and ruts, and thus causing much dirt and discomfort. During this year Mr. Vere Foster gave aid towards boarding the floors of six schools. About one-half of the schools in the district are unprovided with out-offices or enclosed playgrounds.

District 51, Limerick; Mr. O'Callaghan.—There are about seventeen schools in which the space is not sufficient for the numbers in attendance during the months in which the largest numbers of pupils are found present. Of the others, most of them have been built without any definite plan by which they would be specially constructed for school purposes. They afford, however, fair accommodation, being generally sufficiently spacious and well ventilated. No schools, except the convent schools, have class-rooms.

District 52, Newcastle; Mr. Robinson.—No change in this respect.

District 53, Clonmel; Mr. Lane.—Good, on the whole.

District 54, Tralee; Mr. O'Driscoll.—As regards space, the accommodation, except in about a dozen cases, is quite sufficient, but in other respects it is, in a large number of schools, unsuitable.

District 55, Macroom; Mr. Strong.—I find that the accommodation is limited in about two-thirds of the schools of the district. I attribute this to the small number of schools. In many cases only one school-room of moderate dimensions is provided for an average attendance of 80 to 100. I think the Commissioners should in every case refuse grants for assistants where they find dimensions of the applicant school limited. If so, I have no doubt that successful efforts would be made to establish others. Thus education would be brought within the reach of a large proportion of the young, now deprived of it by reason of distance. I need scarcely remark that a crowded school-room presents a serious obstacle to discipline, as well as physical and mental development.

District 56, Mallow; Mr. MacLochlin.—There is a gradual improvement in the fittings up and furniture generally of the schools.

District 57, Killarney; Mr. Macnamara.—Generally speaking the amount of accommodation in the National Schools of this district is satisfactory. The buildings to which more salient objection can be made respecting the amount of accommodation they afford, are those built within the last few years, after the plans of the Board of Works, and vested in Commissioners. The objections to these buildings may be briefly summarized thus—inadequate light, insufficient and inconvenient wall space for maps and other appendages, insufficient floor space, and insufficient desk accommodation. In my opinion this is a serious matter, and requires due consideration.

District 58, Bantry; Mr. H. W. M. Rodgers.—In almost all the vested and in most of the non-vested schools the accommodation is either good or fairly so. In about twelve non-vested schools the accommodation is quite inadequate, and owing to the poverty of this part of the country and the opposition of the Roman Catholic Bishops to the erection of vested schools, no general improvement in this respect can be for some time looked forward to.

District 59, Dunmanway; Mr. O'Connell.—The vested schools are large enough for the attendance. The non-vested, with the exception of the convent schools, are too small in summer, but large enough in the winter months.

District 60, Cork; Mr. Sheehy.—The schools of this district, with the exception of about fifteen can afford accommodation to a larger number than the present average attendance.

State of Schools generally, as to supply of Lesson Books and other School Requisites, at reduced prices, for sale to Pupils.

No. 5.—*State of Schools generally, as to Supply of Lesson Books and School Requisites, at reduced prices, for sale to Pupils.*

District 1, Letterkenny; Mr. Hickey.—In four-fifths of the schools in operation the supply is good or fair.

District 2, Londonderry; Mr. Porter.—During the past year the schools, generally speaking, have been fairly supplied with books, papers, &c., for sale to the pupils. On an average each school purchased requisites to the amount of £1 8*s.* 7½*d.*, or 7¼*d.* worth for each pupil in daily average attendance.

District 3, Coleraine; Mr. M'Elroy.—In the majority of the schools the supply of books and stationery, particularly the latter, is bad. In almost every case the purchase-money

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State of Schools generally, as to supply of Lesson Books and other School Requisites, at reduced prices, for sale to Pupils.

must be advanced by the teachers; and as their means generally are rather limited, they cannot afford to keep a sufficient stock on hand.

District 4, Ballymena; Mr. Gillic.—They are tolerably well supplied on the whole. Evening schools well supplied.

District 5, Ballyclare; Mr. Irvine.—In general the schools are very fairly supplied with books, &c., at reduced prices; but in some poor places where the classification of the teachers is low or probationary, they are unable to advance money to send for a supply in proper time. The new rule, allowing a per-centage to teachers on the sale of books, &c., will be attended with satisfactory results.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—The supply was good in thirty-six schools, fair in seventy-nine, middling in twelve, and bad in six. The total amount of requisites purchased during the year was £187 0*s.* 8*d.*, which gives an average of £1 8*s.* 1½*d.* for each school, and of 10¼*d.* for each pupil in daily attendance.

District 8, Belfast, North; Mr. Nesbitt.—Satisfactory.

District 9, Belfast, South; Mr. W. R. Molloy.—The schools in general were fairly supplied with books and other requisites during the year.

District 10, Newtownards; Mr. Osborne.—The schools generally are fairly supplied with books and requisites, and a considerable number have obtained apparatus to a greater or less extent.

District 11, Donegal; Mr. Currie.—In eighty of the teachers' annual returns the amount of expenditure under this head is given, showing a total of £102 12*s.* 5*d.*, thus making an average outlay for each school of £1 5*s.* 8*d.* In general the supply of requisites was found amply sufficient for the current requirements of the average daily attendance.

District 12, Sligo; Mr. Kennedy.—Except in a few schools the supply is generally insufficient. The teachers are not possessed of means to enable them to provide an adequate supply.

District 13, Enniskillen; Mr. J. Brown.—In fifty-six schools an adequate supply was found on each of the three inspections within the year; eighteen were adequately supplied on each of two inspections; fourteen only on one inspection; and in nine schools the supply was found inadequate on every occasion. The foregoing return is, however, much more satisfactory than that on any former occasion.

District 14, Omagh; Mr. Adair.—In most cases the schools were found fairly provided with requisites for sale. The sum of £128 10*s.* 1*d.* was expended during the year in the purchase of sale stock. This gives an average of £1 5*s.* 8½*d.* for each of the schools in this district.

District 15, Dungannon; Mr. O'Neill.—There were eight schools in which the supply was good, thirty-seven fair, forty-four tolerable, and thirty-three bad.

District 16, Armagh; Mr. S. Brown.—During the past year the supply was much better than usual. Fully three-fourths of the schools were constantly well-supplied; and the deficiency in the others was only occasional and partial.

District 17, Downpatrick; Mr. Patterson.—Generally well supplied.

District 18, Monaghan; Mr. Dowling.—There are not many schools in which the supply is reported to be seriously deficient. There appears to be a great improvement in the attention paid by teachers to this portion of their duty.

District 19, Newry; Mr. Morell.—Satisfactory. In not more than one-tenth of the schools can the supply of requisites be said to be insufficient.

District 20, Ballina; Mr. Healy.—In fifty schools the supply of books, &c., was sufficient, in forty insufficient, and in five there were no requisites for sale.

District 21, Swineford; Mr. Roantree.—All schools in the district, with only eight exceptions, have been kept fully or fairly supplied with books for sale during the year. The supplies are in all cases provided by the teachers at their own expense.

District 22, Boyle; Mr. J. W. Rodgers.—In general the supply is pretty fair.

District 23, Cavan; Mr. MacCreanor.—In thirty-three schools the supply was good, in sixty-four middling, and in thirty-five bad or none.

District 24, Bailieborough; Mr. Bole.—There has been a considerable improvement in the supply of books and requisites for sale. The cases were very few in which this matter was so far neglected as to injure the progress of the pupils. The supply is in almost every case kept up by the teachers. In a few instances the children pay in advance for the books they require, and the money thus collected goes to purchase the sale stock; in a much smaller number of cases the money is advanced by the manager.

District 25, Drogheda; Mr. J. Molloy.—Good in general. Thirteen schools found inadequately supplied at second round of inspection, and but eight in the third visit.

District 26, Westport; Mr. Seymour.—Generally very inadequately supplied, as teachers find it difficult in many cases, and in a few cases they declare it impossible, to dispose of such stock to the children at cost price.

District 27, Roscommon; Mr. O'Hara.—About two-thirds of the schools are fairly supplied with books and requisites for sale to pupils. In the remaining schools the supply is only intermittent and indifferent.

District 28, Longford; Mr. Bradford.—Generally very fair, considering that the managers in most instances do not advance or contribute anything for this purpose.

District 29, Trim; Mr. Conwell.—Out of ninety-five ordinary National schools, fifty-seven are well supplied, twenty-four fairly, thirteen partially, and one badly.

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State of Schools generally, as to supply of Lesson Books and other School Requisites, at reduced prices, for sale to Pupils.

District 30, Dublin, North; Mr. O'Carroll.—Supply very fair.

District 31, Ballinamore; Mr. Kealy.—The supply in twenty-three schools was good, in seventy-five fair, in ten middling, and in six bad. The amount of books, &c., purchased during the past year for ninety-five schools was £95 6*s.* 0½*d.*, or an average of £1 0*s.* 0¾*d.* for each. Besides, there is one poor-law union school well supplied, and seventeen schools which purchased none; six of these last had a sufficient stock on hands remaining from the preceding years. Teachers are frequently obliged to advance the money themselves, and sometimes experience difficulty in selling the books, owing to the poverty or apathy of the people.

District 32, Tuam; Mr. M'Sweeny.—The schools for the past year have been fairly supplied with books, paper, and slates. This result has been effected by the readiness with which requisites can be had from the Central Depot in Dublin.

District 33, Mullingar; Mr. D'Arcy.—The state of schools generally as to supply of books and requisites is fair, with the exception of about fifteen schools, where the supply is inadequate.

District 34, Galway; Mr. Wilson.—At last tour of inspection six schools were found well supplied with sale stock, twenty-two fairly, eleven poorly, and twenty-one with none for sale; all the last are under clerical managers. The following table shows the particulars of purchases in sixty-five schools during the year 1863:—

Class of School.	Total amount.	Average amount per School.	Average amount for each Pupil.	
			On the average on Roll.	In average attendance.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
Model Schools, . 3	23 0 4	7 13 5	0 1 11¼	0 2 8
Ordinary do., . 44	62 3 2	1 2 2	0 0 3¾	0 0 6½
Do. do., . 12	—	—	—	—
Convent do., . 6	31 4 2	5 4 0	0 0 3	0 0 4¼
Total, . 65	116 7 8	—	—	—

District 35, Ballinasloe, Mr. Simpson.—The supply in thirty-four schools was good, in eighteen fair, in twenty-seven middling, and in nine bad.

District 36, Parsonstown; Mr. M. Fitzgerald.—During the past year the schools have been somewhat better supplied with books, &c., for sale to the pupils than formerly, owing to the greater regularity in the transmission of parcels from the Education Office.

District 37, Maynooth; Mr. MacSheehy.—In this respect a very large proportion of the schools continues to be deficient. Although the pupils can be got to purchase books more readily than in most other districts known to Inspectors, the supply of sale stock is only in very few cases steadily kept up; or, in other words, most teachers neglect to anticipate the wants of their classes.

District 38, Dublin, South; Mr. MacDermott.—In general, the supply is very fair.

District 39, Tullow; Mr. Mitchell.—Schools better supplied, on the whole, than during year 1862; but in the case of many schools, the supply was, nevertheless, anything but satisfactory. The new regulation of the Commissioners on this head will do much good.

District 40, Wicklow; Mr. Mahony.—Generally adequate. Exceptional cases comparatively few. Within the past year £167 16*s.* 10*d.* have been expended on books and requisites, which would be about 4½*d.* for each child on the rolls, and 8½*d.* for each in daily average attendance; but if copy-books were not purchased otherwise than through the Commissioners—which is generally the case, and more especially within the past year—the outlay would be more considerable.

District 41, Portarlington; Mr. Graham.—The supply is barely sufficient. Teachers have not funds to keep a stock on hands.

District 42, Gort; Mr. Cowley.—The sum expended in this way amounted only to £107 13*s.* 4*d.*, or not quite fourpence for each pupil on the rolls. The late regulations will prove most beneficial as regards sale stock; but, unless the contingency be provided for, in many schools the walls will soon be destitute of maps. In all schools where, from the average attendance and the classification of the teacher, the income of the latter amounts to a certain sum, necessary maps, when wanting, might be given instead of the five shillings worth of sale stock allowed on an order for £1 5*s.*

District 43, Thurles; Mr. Lawler.—During last round of visits, sixty-nine schools were found sufficiently supplied with requisites, for sale to pupils; and forty-seven schools without a supply.

District 44, Athy; Mr. Coyle.—Generally fairly supplied—the exceptions becoming fewer.

District 45, Ennis; Mr. O'Galligan.—Eleven per cent. of the schools are very fairly supplied with books, writing materials, portable maps, &c., for sale to the pupils, while most of the latter, especially the advanced scholars, are already provided with books for home study, &c.; 34 per cent. are moderately well furnished with "sale stock" requisites, and a fair proportion of the pupils already supplied with the necessary books for the preparation

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of home lessons, &c.; 41 per cent. are occasionally supplied with a sale stock, and a limited number of pupils provided with copy-books and some works for home study, or reading in class, &c.; 14 per cent. very rarely furnished with sale stock requisites, and the majority of the scholars without any of the books required for either school use or home study, the free stocks being their chief dependence.

District 46, Tipperary; Mr. Potterton.—Generally very fair, indeed. The cases were few and far between where neglect in this important branch of duty called for any official admonition. The new arrangement, allowing 20 per cent. commission on the more extensive book orders, is likely to prove a great boon.

District 47, Kilkenny; Mr. Harkin.—In all the prosperous schools of the district, an ample supply is maintained. Where the attendance is falling, and the general character of the school is mediocre, the supply of books has been limited. On the average, the supply is inferior. In one school, no supply has been procured since 1859, although in constant operation; five schools have had no supply during the present year; in four, the supply was to the amount of 10*s.* and under; in fifteen, it was between 10*s.* and 14*s.* in the year; in five, it was between 14*s.* and 18*s.* during the year. Average yearly supply for the thirty schools referred to, 10*s.* 4*d.*

District 48, Youghal; Mr. J. G. FitzGerald.—Of the schools of the district, there were, at the close of the year, twenty-seven unsupplied with books and other requisites, for sale to the pupils. The other schools were well supplied with books, and other educational appliances.

District 49, Waterford; Mr. Eardley.—The supply is generally defective where the schools are situated in poor localities, and where the teachers are either probationers or third class. The recent regulations of the Commissioners on this subject will be productive of much good.

District 50, Enniscorthy; Mr. Dugan.—The state of the schools, in respect to the supply of sale stock, shows some improvement on that of former years. Great benefit must accrue from the working of the rules requiring managers to keep their schools adequately supplied, and from the inducements held out to teachers for purchasing sale stock. The abolition of free grants, especially where they consisted of class requisites, is a most wholesome and well-directed step.

District 51, Limerick; Mr. O'Callaghan.—Fair, in most instances. Under the new regulations, a more satisfactory state may be expected for the future.

District 52, Newcastle; Mr. Robinson.—There is but little change in this respect. The operation of the new rule on this subject will be productive of the best results.

District 53, Clonmel; Mr. Lane.—Good, on the whole, with very few exceptions.

District 54, Tralee; Mr. O'Driscoll.—Considerably improved since the previous year. In some schools, however, where the teachers' means are limited, the supply is frequently very deficient.

District 55, Macroom; Mr. Strong.—The supply of school requisites for the past year was only moderate; but the Commissioners have recently adopted such measures as will completely remedy this serious drawback to the complete success of the National system of education.

District 56, Mallow; Mr. MacLochlin.—Fairly supplied.

District 57, Killarney; Mr. Macnamara.—The schools were very fairly supplied with school requisites during the year.

District 58, Bantry; Mr. H. W. M. Rodgers.—Owing partly to the poverty of the teachers, and partly to the ignorance of the parents, the supply of school requisites at reduced prices is, in most cases, inadequate.

District 59, Dunmanway; Mr. O'Connell.—Most of the schools have been kept well supplied during the year.

District 60, Cork; Mr. Sheehy.—Of 111 schools in operation in this district for the year, fifty were well supplied; four, very fairly; forty-eight, fairly; and nine, middlingly. During the year, ninety-six schools were supplied with £336 18*s.* 8*d.* worth of books and apparatus, or 9*d.* worth for each child in average attendance.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

No. 6.—*Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.*

District 1, Letterkenny; Mr. Hickey.—In the months of April, May, September, October, and November the attendance is very low throughout the district. Pupils crowd into the schools in December, January, and February. Managers attribute the great irregularity to the pupils' being employed at farming occupations at home, and in many cases in being hired as farm servants at certain seasons.

District 2, Londonderry; Mr. Porter.—The attendance was irregular. The only cause that can be assigned for it is the poverty of the people and the system of "rundale." The attendance is thinnest in April, May, October, and November.

District 3, Coleraine; Mr. M'Ilroy.—The attendance generally is very irregular. The high rate of wages for farm labourers, as compared with former years, compels the farmer to employ his children more frequently. The attendance, therefore, during the spring and harvest months is very small.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

District 4, Ballymena; Mr. Gillic.—The attendance is very irregular, owing to the children's being employed at field labour. The attendance is thinnest in April and November.

District 5, Ballyclare; Mr Irvine.—During April, October, November, May, and September, in the order arranged, the attendance is thinnest. The first calls out the children to field work; this slackens about the middle of May. The second requires juvenile aid in gathering in and securing the produce of the fields. The third the same. The fourth generally makes a draft on the schools of such as may be useful in the face of harvest. On the whole the attendance inclines to irregularity, and this is to be attributed to the facilities of admission and withdrawal, and often to the carelessness of teachers in not impressing on the people the importance of regularity.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—The attendance was regular in the town schools, but irregular in the country schools. The irregularity was caused, principally, by the employment of the children at home in farm labour. The aggregate average attendance for the three highest months of the year was, January, 5,112; July, 4,809; December, 5,030; and for the three lowest months, April, 3,214; October, 3,038; and November, 3,061.

District 8, Belfast, North; Mr. Nesbitt.—On the whole, regular. The town schools have their lowest attendance in January and February; the rural schools during the spring and autumn labour.

District 9, Belfast, South; Mr. W. R. Molloy.—The attendance, on the whole, fairly regular throughout the year. Attendance thinnest in January and May.

District 10, Newtownards; Mr. Osborne.—The irregularity in attendance is chiefly caused by the occupation of children in agricultural operations during the seed time and harvest. The months when the attendance appears to have been thinnest are April, September, October, and November.

District 11, Donegal; Mr. Currie.—The months of March, April, May, October, and November show the greatest decrease in the attendance. During some of these months the proportion of children in attendance to those on rolls sinks so low as 35 per cent.; the decrease being caused by the withdrawal of the children for out-door and other employments. The period for harvesting throughout the greater part of the district is so late as October, November, and also a portion of December.

District 12, Sligo; Mr. Kennedy.—The attendance presents about the same degree of irregularity as in most other localities, the average daily attendance being 50 per cent. of the average number on rolls, and 33 per cent. of the total number of individual pupils whose names appear at any time on the rolls during the year. It is thinnest in April and November, children being then employed at farm labour.

District 13, Enniskillen; Mr. J. Brown.—The character of the attendance was, on the whole, irregular, but 8 per cent. less so than during the previous year. The usual period fluctuations in rural schools continued to be felt; the attendance being highest in February, June, July, August, and December; and lowest in March, April, October, and November. But, whilst the attendance during January, February, March, April, July, and August was 5·9 per cent. lower than for the corresponding months of the year 1862, yet for May, June, September, October, November, and December it was 7·9 per cent. higher.

District 14, Omagh; Mr. Adair.—The attendance is irregular, owing to the varying demand for young people to assist in field labour. The schools in this district may be said to be all rural schools. In seed time and harvest the attendance falls low; it is thinnest of all in April and May, and in October and November.

District 15, Dungannon; Mr. O'Neill.—The attendance is still extremely irregular, but a slight change for the better is observable. The per-centage of average attendance to average number on rolls has increased from 46·2 in 1862 to 47·4 in 1863.

District 16, Armagh; Mr. S. Brown.—The attendance was more regular throughout the year 1863 than during any other of the past six years. The proportion of average attendance to 100 on the rolls is 53·4. The attendance was lowest in the months of April and November; owing, in the former month, to spring agricultural labour and Easter vacation, and in the latter to potato digging.

District 17, Downpatrick; Mr. Patterson.—The attendance of the children has been nearly as regular, as from their circumstances, it is possible to be, except in a few schools, whose teachers do not exercise sufficient vigilance. In this district the attendance is always thinnest during the potato planting, the corn harvest, and the potato harvest, when the children are required to help their parents (small farmers) in those operations.

District 18, Monaghan; Mr. Dowling.—The attendance is highest in August, July, February, and January, and lowest in November, October, April, and May. The fluctuation in monthly attendance arises, of course, from the employment of the children at home at certain seasons of the year.

District 19, Newry; Mr. Morell.—The attendance was more regular than in the previous year. The per-centage of average daily attendance to 100 average on rolls was 54·7. The attendance was thinnest in the month of April, September, October, and November. During these months the pupils of the schools were kept at home to assist at out-door work.

District 20, Ballina; Mr. Healy.—Very irregular; owing chiefly to the extreme

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Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

poverty of the people, and, in part, to their carelessness. During the spring and harvest labour the attendance is lowest; the proportion of daily average attendance to 100 average on rolls being then but from 20 to 25 per cent., whereas at other periods of the year it rises to from 70 to 80 per cent.

District 21, Swineford; Mr. Roantree.—Exceedingly irregular. The extreme poverty of the people, the habit long prevalent amongst the adult peasantry of Mayo of proceeding to England to work during summer and autumn, the want of proper fences, the use of the spade almost to the exclusion of the plough, to these circumstances—which, producing a large demand for child-labour in the fields and bogs of this district, form the ordinary causes of irregular attendance at the schools—have this year been unfortunately added the pressure of actual distress and the prevalence of fever. Owing to the latter, many of the schools were temporarily closed; and on account of the former, numbers, not only of the children but of their parents, were unable to appear in public for want of sufficient clothing. The habit of late attendance in the morning, which prevails in nearly all the schools must be attributed in a great measure to the want of adequate exertion by the teachers to correct the abuse; but, no doubt, the main cause of the evil is the wretched condition of the labouring population. Two meals of potatoes are the ordinary daily support of a Mayo peasant; and to render the fast till the second more endurable, the first is seldom taken before ten o'clock, and is not unfrequently put off till eleven. The children kept at home for this late breakfast are found arriving at the schools half an hour, an hour, and even two hours after the appointed time. The attendance at the schools of this district is thinnest during the months of April, May, June, October, and November.

District 22, Boyle; Mr. J. W. Rodgers.—Still very irregular, but not quite so much so as during the year 1862, the supply of fuel having been more plentiful and the circumstances of the lower classes somewhat improved. The attendance was thinnest during the months of April and November; particularly the former.

District 23, Cavan; Mr. MacCreanor.—The character of the attendance is irregular. In the busy time of spring and harvest the greatest falling-off is experienced. The attendance is least in March, April, September and October. In the latter half of February and the first weeks of November the attendance is seldom higher than during the four months given above.

District 24, Bailieborough; Mr. Bole.—The attendance has been very irregular during the year, owing to the pupils' being kept at home for spring and harvest work, and also, in a great many cases, to the great and increasing poverty of the parents. The very young children generally attend in greater numbers in summer, and the grown-up boys and girls in winter. The attendance was smallest in March and April, and again in September, October, and November. The minimum in most schools was reached in April and September.

District 25, Drogheda; Mr. J. Molloy.—The late harvest and the severity of the weather prevented the children from attending, particularly in the rural districts. The attendance was thinnest during the month of September.

District 26, Westport; Mr. Seymour.—As a general rule the attendance is very irregular. The causes are various. The children are prevented from coming by inclement weather, want of fuel in the school-rooms in winter, by the fact of their parents' being engaged at fairs and markets, and in summer by being themselves employed in herding, or in autumn at harvest work. April, September, October, and November, are, in this district, the months in which the attendance of pupils is thinnest.

District 27, Roscommon; Mr. O'Hara.—The attendance varies considerably with the seasons of the year, and with the weather. In the months of March, April, October, and November it is thinnest; in the months of February, June, July, and August it is greatest, being at its maximum in the last-mentioned month.

District 28, Longford; Mr. Bradford.—The attendance is very irregular. The parents are so poor and so indifferent about their children's education that they keep them at home half their time to work or go on errands, or take care of the house or of very young members of the family. The harvest is late here, and the attendance very low at the end of autumn and the beginning of winter.

District 29, Trim; Mr. Conwell.—During the year the attendance of the boys was highest in the following order:—in June, July, February, January, May, and September; and lowest, in October, March, April, November, December, and August. The attendance of the girls was highest in the following order: in May, February, June, September, July, and January; and lowest in March, October, April, November, December, and August.

District 30, Dublin, North; Mr. O'Carroll.—Still irregular, but improved. Attendance thinnest in November, December, and January. Infants, who form so large a class of the pupils, cannot attend when the weather is very wet and cold, especially in schools not provided with fuel.

District 31, Ballinamore; Mr. Kealy.—The attendance of pupils is very irregular in all the rural schools; this irregularity is owing to several causes. On account of poverty, the children able to work are never sent to school when there is any farm labour to be done. In winter, the want of clothes keeps many of the younger children at home; on fair days and market days the attendance is materially reduced at very great distances. Attendance is thinnest in the months of April, May, October, and November; the causes are, planting

potatoes, preparing ground, and cutting and drawing turf in the first two, and harvest labours in the other months.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

District 32, Tuam; Mr. M'Sweeny.—The attendance is regular during the months of January, February, and December; nearly all on the rolls attend during these months. During the months of March, June, July, and November, the schools support a fair average; but during April and May (the seed time), and during August, September, and October (the harvest season), the attendance is very low.

District 33, Mullingar; Mr. D'Arcy.—The attendance of pupils throughout the year is pretty regular, except in rural localities during the spring and harvest seasons, when the children are frequently kept at home to aid their parents at labour in the fields. The attendance is generally thinnest in the months of April, August, and September.

District 34, Galway; Mr. Wilson.—The proportion per cent. of average attendance to average on rolls was 62·6 for the year; in 1862, it was 60·1; and in 1861, it was 54·9. These numbers indicate increased regularity; but the attendance is still, in this respect, unsatisfactory. The highest attendances in rural schools were in the months of August and September; and the lowest in January, March, April, November, and December. The severity of the weather and the farming operations reduced the attendance in these months. In town schools the numbers always decrease at the approach of winter, and increase in spring, owing to better supply of fuel, and lower price of food.

District 35, Ballinasloe; Mr. Simpson.—The attendance has been more regular, being to the numbers on the rolls in the ratio of 50·3 per cent. boys, and 53 per cent. girls. The periods from the middle of March till the middle of May, and from the middle of September until the middle of November, may be looked on as when the attendance is thinnest.

District 36, Parsonstown; Mr. M. FitzGerald.—The attendance of the pupils, though still very irregular, owing to the ordinary well-known causes, has improved slightly during the past year; the centesimal proportion of the average attendance to the average on rolls being 55·5, in 1863, against 54·7, in 1862. The attendance is thinnest in the months of April, September, and November.

District 37, Maynooth; Mr. MacSheehy.—Owing to the severity of the weather during the greater part of the year, a slight decline occurred in the ratio of the average attendance to average number on rolls; the proportions per cent. for 1862 and 1863 being, respectively, 54·7 and 54·4. The circumstances adverse to steady attendance, adverted to in previous reports, continue in unabated force—the greatest hindrance being the early employment of children in house and field work. The attendance is thinnest from the middle of March till the approach of June, and from the end of July, when vacation is generally given, until late in October.

District 38, Dublin, South; Mr. MacDermott.—The attendance appears to be nearly uniform. The thinnest attendance is always in the winter months.

District 39, Tullow; Mr. Mitchell.—The state of things remains in this respect unchanged. The attendance is thinnest during the months of April, September, and November; doubtless, owing to harvest and other agricultural operations. The attendance is also thin during the months of January and October, but not to the same extent.

District 40, Wicklow; Mr. Mahony.—A uniform scale of attendance cannot be well applied. Town and rural schools—and again town schools in some places, and rural schools in others—vary a good deal; so that a classification of schools, in relation to the times at which their numbers rise and fall, is scarcely possible. The attendance, in the aggregate, is least, and about 17 per cent. less than the yearly average, in January, March, April, November, and December. The cold of January and December keeps away the smaller children, especially where school-houses, instead of being inviting, are as cold and cheerless as the poorest of their homes. A reduction, somewhat less, is continued in March, April, and November by severe weather and, in country schools, by field labour. Attendance is better in February and October; better still, and above the average, in August and September; and best of all in May, June, and July, when it is about 36 per cent. higher than in the winter months. During part of August and September, country schools are thinned by the harvest, and the falling-off would be more marked but that the summer vacation is earlier or later as the busiest time of the harvest season varies. Town schools are frequented most in September and October, and sometimes in April and May. Employments to be had through visitors along the sea-side prevent town schools from increasing in the same proportion as rural schools in the earlier summer months. Along a coast line, more than fifty miles, attendances are often capriciously disturbed, sometimes for several weeks, by the chances of fishing. As a general rule, fluctuations vary most in rural male schools; next, in rural mixed schools; next, in rural female schools; next again, in town male schools, there being no mixed schools in towns; and least of all, in town female schools.

District 41, Portarlington; Mr. Graham.—Thinnest in March and April, owing to preparation of land, and turf-cutting; and in October and November, owing to potato digging.

District 42, Gort; Mr. Cowley.—The attendance is very irregular. The poverty of the parents, and the uncertainty of the weather, render the labour of mere children valuable. In some months, too, there is so much rain and cold that the younger pupils dare not venture out. The attendance, poor in January and March, reaches its minimum during the three last months of the year.

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Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

District 43, Thurles; Mr. Lawler.—In April and September the attendance is thinnest, owing to the spring and harvest labour; during the remaining months the attendance, throughout the past year, has been pretty much the same as in other years, that is, each pupil has, on an average, attended a little more than half the number of school-days.

District 44, Athy; Mr. Coyle.—It is generally irregular. The irregularity varies with the seasons, and is greatest in April, September, and October. The children being employed at agriculture when the work is most pressing, is the cause.

District 45, Ennis; Mr. O'Galligan.—The average attendance for the past year has been lowest during the months of March and September; and highest during June and July; or taking the average for the whole year at 100, and ranging the months in the order of the attendance, commencing with the minimum of the latter, we arrive at the following result, viz.:—September (80·5), March (87·1), October (87·5), April (88·0), January (90·1), February (90·9), November (92·0), December (102·8), August (103·1), May (103·6), June (108·1). and July (117·3). The fluctuation in the attendance is to be attributed principally (in an agricultural county like Clare) to the great demand for labour during the potato-planting and potato-digging seasons (March and September); the months most favourable for school education being the months of May, June, and July, which intervene between the preparation of the land for the reception of the oat crop, and the commencement of the harvest; August is generally a warm, dry month; but in 1862 it was marked by frequent showers, and an unusually low temperature, both of which causes necessarily interfered with the attendance of young children at school.

District 46, Tipperary; Mr. Potterton.—Regular attendance is owing to greater anxiety on parents' parts to secure their children's education, and to the fact of non-boarded floors (thanks to the *continued* liberality of Mr. Vere Foster) being comparatively rare, and to more timely and adequate exertions to secure a supply of fuel for the winter months. These still continue to be the months when the aggregate attendance is thinnest, but in a sensibly less degree than in any former year.

District 47, Kilkenny; Mr. Harkin.—In town populations the attendance is somewhat steady. The fluctuations, which are more remarkable in rural districts, are determined by the calls of husbandry; the services of children, even of tender years, being then found of value. The months in which the attendance falls lowest are, April, September, and October.

District 48, Youghal; Mr. J. G. FitzGerald.—The months when attendance of pupils is thinnest are, November, December, and January. The character of the pupils' attendance throughout the year has been generally very irregular, and is to be ascribed to the poverty of the parents, to the necessity which compels the children to remain at home to assist in field labour, to the severity of the weather, and, in many cases, to the apathy of managers, who generally fail to use the privilege of their position, to induce the parents of children to send them to school.

District 49, Waterford; Mr. Eardley.—Somewhat irregular, owing principally to indifference of parents. The ostensible causes of irregular attendance are pressure of agricultural operations and severity of the weather; but the first contributes more to irregularity of attendance than the other two combined. The number of children attending school who are old enough to be of use on the farm—say, those eleven years and upwards—is not quite 30 per cent. of the whole number attending school, and yet there is a falling off of 60 per cent. during some months of the spring and autumn. The indifference of the parents I attribute, in a great degree, to the small fees they are called on to pay; what costs them little, they value in nearly the same proportion. Parents, who would grudge paying one penny a week for their children in a National school, and, at the same time, be indifferent as to how they attend, often think nothing of paying ten shillings a quarter and upwards for them in a private school, and will be sure to send them regularly. The attendance is highest in the months of May, June, and July; and lowest during December, January, and March.

District 50, Enniscorthy; Mr. Dugan.—The proportion per cent. of average attendance to average number on rolls during 1862 was 49, while in 1863 it rose to 54. The punctuality of attendance during this latter year is, therefore, 10·2 per cent. more favourable. The attendance is thinnest during the months of January and December, owing to the severity of the weather and the carelessness induced by vacations; medium during March and September; and highest during May, June, July, and August. The population of the district being, for the most part, agricultural, it can be well understood how far the attendance is affected by the seasons. I speak, however, of the schools in the aggregate, as there are several which are subject either to different influences or to none at all, owing to local circumstances.

District 51, Limerick; Mr. O'Callaghan.—The largest attendance is made in January, February, June, July, August, October, and November. The character of attendance is more satisfactory than it used to be. The teachers could do much themselves to lessen the irregularity of the attendance, by more frequently inquiring at the homes of their pupils as to the cause of their absence from school. A few teachers in this district have, by this practice, and by their very efficient management of their schools in other respects, rendered the character of the attendance quite satisfactory.

District 52, Newcastle; Mr. Robinson.—Becoming more regular. For the eight months from March to October, inclusive, the per-centage of attendance, as compared with the

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number on rolls, only varied by 2; and, for the four months from May to August, it did not vary at all. The attendance is lowest in January, because the cold weather keeps away the young children, and because it is difficult to get children to attend in any weather very promptly after a long vacation.

Character of the Pupils' Attendance throughout the year, whether regular or irregular, and the causes to which the regularity or irregularity, as the case may be, may be attributed.

District 53, Clonmel; Mr. Lane.—Attendance regular. It was thinnest in months of January, April, September, October, and November.

District 54, Tralee; Mr. O'Driscoll.—Very fluctuating, owing to the great demand for farm-labourers, and to the unusual prevalence of fever, small-pox, and measles in some parts of the district during several months of the past year. The attendance was thinnest during the months of January, February, March, and April.

District 55, Macroom; Mr. Strong.—Character of pupils' attendance more regular during the past year. In the year 1862 the centesimal proportion of average daily attendance to average number on rolls was 54; and in 1863, it was 61—thus showing an increase of 7 per cent. The chief cause of this improvement is owing to the increased value of education among the poorer classes, as also the fact of there being fewer epidemics during the year. In male schools the attendance is lowest in the months of March and September, and in female schools during the months of November, December, and January.

District 56, Mallow; Mr. MacLochlin.—Irregular, arising from various causes, viz.:—farming operations; poverty of parents; children also delayed at home upon the most frivolous pretences. Attendance lowest during the months of March, September, and December.

District 57, Killarney; Mr. Macnamara.—The attendance of the pupils during the year was, as in former years, irregular. The causes of this irregularity continue unchanged, viz.:—distance from school in bad weather; epidemics; the interruption arising from field operations, to which the pupils are obliged to attend, and several other such causes. The attendance is thinnest during January, March, and December.

District 58, Bantry; Mr. H. W. M. Rodgers.—In rural districts the long and bad roads, the frequent severity of the weather, as also poverty, disease, and out-door employment, cause the attendance to be very irregular. In towns the attendance is pretty good, except when thinned by some epidemic. The attendance is generally thinnest in the months of November, December, January, February, March, and April.

District 59, Dunmanway; Mr. O'Connell.—Regular during the summer, and irregular during the winter months. The cause of the irregularity may be attributed to the wet weather, want of fires in the school-rooms, sickness, &c.

District 60, Cork; Mr. Sheehy.—No change noted. The following table shows the nature of the attendance in 106 schools for each of the twelve months of 1863:—

Month.	Average on Rolls.		Average Attendance.		Per-centage in Attendance.	
	M.	F.	M.	F.	M.	F.
January, .	6,054	6,826	3,022	3,459	49·	50·6
February, .	6,027	7,596	3,631	4,395	60·	57·
March, . .	6,025	7,639	3,562	4,415	59·	57·7
April, . .	6,140	7,689	4,257	5,265	69·3	68·4
May, . .	6,864	8,516	4,885	5,927	71·	69·
June, . .	7,144	8,756	4,753	5,605	66·	64·
July, . .	6,002	8,588	3,908	5,444	65·	63·
August, . .	7,289	8,611	4,231	5,036	58·	58·
September, .	7,104	8,805	4,249	5,064	59·	57·
October, . .	6,956	8,291	4,112	4,628	59·	55·
November, .	6,949	8,084	4,048	4,613	58·	57·
December, .	6,623	7,699	3,752	4,055	56·6	52·5

No. 7.—*General Observations as to Proficiency of Pupils found in Attendance at Inspections made during the year.*

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

District 1, Letterkenny; Mr. Hickey.—*Reading* (including oral spelling and explanation).—Reading and spelling generally well taught throughout the district. Explanations not so much attended to as the importance of the subject demands.

Penmanship.—The general character of the writing throughout the district has been very low; however some progress has been observable during the past year; considering this subject as of the utmost importance, Inspector, upon every occasion of his visits to the schools, insisted upon particular attention being paid to it, and with some success.

Arithmetic.—Practical arithmetic very fairly taught. Theoretical instruction in this branch has been, to a great extent, neglected; in every case, where thought judicious, teachers' attention called to its great importance.

Writing from Dictation.—This branch where due attention is paid to it will be found to progress *pari passu* with penmanship.

Grammar.—The proficiency in this branch is fairly satisfactory as far as oral instruction goes; attention to text-books and home lessons not so much insisted on as is desirable.

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Geography.—This branch is fairly taught, though most generally from the maps only; attention constantly recommended to the text-books and home lessons on this subject.

District 2, Londonderry; Mr. Porter.—*Reading* (including oral spelling and explanation).—Much cannot be said in commendation of the style of reading commonly met with in this district. In general it is far from pleasing. Indistinctness of pronunciation, and a want of intelligent grouping of the words are the prevailing faults, to the correction of which few of the teachers apply with either the skill or perseverance which their importance demands. Fitful efforts are now and then made to remedy glaring defects; but not being sustained, and frequently being directed with little skill, they fail of producing any very marked results. But although there is nothing pleasing in the pupils' reading as regards pronunciation, tone, or modulation of voice, it is, with those at least in the Sequel and higher classes, pretty fluent, and generally verbally correct; and to a stranger, when once his ear has become accustomed to its peculiarities, not unintelligent.

Of the total number of pupils, 2,823, present in eighty-two of the schools in this district, which were examined by me, 34 per cent. were able to read correctly in the Second Book, and 10½ per cent. in the Third and higher books. The remainder, therefore (55½ per cent. of the whole number in attendance), it appears were so little advanced as to be unable to read correctly words of two syllables.

These results are startling, and must be regarded as unsatisfactory; for, after all that has been done to promote the education of the people in this district, it would, indeed, be lamentable to think that no better fruit can be produced. It is difficult to assign adequate reasons for the existence of so much backwardness; but it may be worth while to mention some of the causes which appear to combine to produce results in themselves so very undesirable.

When this disagreeable feature is brought under the notice of the teachers, the cause at once assigned for it is "irregular attendance of the pupils;" and unquestionably that has much to do with it. From various causes the attendance in a large number of schools, especially those bordering on the sea-coast, and in the mountainous parts of the district, is very fluctuating. The system of *rundale*, common over a large part of the county, operates unfavourably on the schools in the localities where it prevails, and more particularly on the junior classes of them—for it generally falls to the lot of the younger children to look after and herd the cattle, which, from the fields in those places being wholly unfenced require constant attention to keep them from trespassing or going astray. The elder pupils here as in other places, where the population is poor, are employed whenever any work about the house or in the fields is to be done. Consequently it is only in the depth of winter, when there is no demand for labour, or for the children to herd, that a full attendance is to be found in the schools.

In such places the largest attendance is during the months of January and February, after which it rapidly declines until June or July, when there is a slight increase. Again it declines until October and November. April and October may be taken as the months when it is smallest. As examples of the extent to which this fluctuation goes on, the following instances may be mentioned. In one school the average attendance for the month of January last was 80, for October it was 17, in another it was 125 in January; and 18 in November; in a third it was 88 in February, and 20 in October. This is the general character of the attendance in the class of schools alluded to. Many of the pupils, especially the senior ones, attend school only during the winter months. In estimating the proficiency of the pupils, and the progress which they are making under circumstances such as these, a large allowance must be made to the teachers for the difficulties with which they have to contend. During the few months this crowded attendance continues they are overwhelmed with work; and to add to their difficulties, they have, perhaps, neglected to make provision for so large an influx of pupils, and books, paper, slates, &c., are wanting. As few of the managers afford any assistance towards providing requisites, and the teacher seldom sends for a supply until the pupils have contributed their pence to make up the sum required, it not unfrequently used to happen that by the time the parcel came to hand nearly half of the pupils' schooling for the season was past. Late regulations with regard to purchase and despatch of requisites will, it is to be hoped, remedy this evil.

Although, as stated, the irregular attendance of the pupils, and their frequent and prolonged absence, mainly cause the low degree of proficiency observed in a numerous class of schools, they are considered by no means the only cause. Much of the backwardness of the junior pupils appears due to the unskilfulness of the teachers, not less than to their neglect of the lower classes, and their distaste for the drudgery, as they conceive it, of teaching them.

A fair test of a teacher's efficiency is the number of promotions in his school within a definite time. No matter what opinion formed from the examination of the pupils, this is a test always employed to enable me to form a just estimate of the state of a school. Not a few curious cases have come under my notice, which illustrate the extreme slowness of promotion in some of the schools already referred to, the names of which I need not give here, as the particulars have already been stated in reports on them.

Referring to my note-book, I find that in one school, for the fifteen months immediately preceding inspection, there were only four promotions from the first class, in

which were 80 per cent. of the pupils on the rolls. In another there were three promotions from first class in the course of *eighteen* months, the average number on the rolls being 133. In a third, during the course of fifteen months, there was *one* promotion from first class; average number on rolls being 117. In a fourth, no promotion from first, second, or Sequel class appeared to have taken place for upwards of two years. In a fifth, no promotion from first class for twelve months; and so on over a list of schools of considerable length. It is not meant to be asserted that these numbers are absolutely correct, for it can hardly be believed that in schools so numerously attended so few children should have been advanced from the first class, which generally contains from 40 to 50 per cent. of the total number on the rolls, and in these schools a much larger per-centage. Promotions there must have been; but evidently they were few, else the teachers would have taken credit for them, and some evidence of their having been made would appear on the rolls or in the register; these, however, being searched with the utmost care, the foregoing are the results. But, making a liberal allowance for omissions and oversights, it must be plain that, to account satisfactorily for the backwardness of so many of the pupils, something besides the irregularity of their attendance must be assumed.

Bad as things are, it is encouraging to observe that there is some evidence of improvement. The following table shows the per-centages of the pupils in the several classes at the close of the years 1861 and 1863:—

	In 1861.	In 1863.
I. Class, . . .	41·5	33·7
II. „ . . .	30·7	30·6
Sequel, . . .	15·8	17·4
III. Class, . . .	8·7	9·3
IV. „ . . .	3·	3·5
V. „ . . .	·3	·5

Comparing the returns for these two years, there appears a decrease of nearly 3 per cent. in the first class; there is little change in the second; there is an increase of nearly 2 per cent. in the Sequel, of rather more than ½ per cent. in the third, and also of about ½ per cent. in the fourth and fifth. This is cheering so far as it goes; but so long as it appears that nearly 70 per cent. of the pupils are to be found in the junior division—viz., in the first and second classes, and little above 13 per cent. in the senior division—viz., in the third and higher classes, there can be little cause for congratulation.

Here and there only does one find explanation of the subject-matter of the lessons taken up skilfully. It is to be regretted that little use appears to be made of the pictures, diagrams, &c., with which nearly every school is now supplied. The fact is few teachers study the lessons with a view to instruct from them.

In oral spelling there is a fair degree of proficiency. The practice of spelling phrases and short sentences—one which is highly beneficial, especially in the junior classes—has become common of late.

Penmanship.—Of the 2,823 pupils in attendance 1,017, or about 36 per cent., were learning to write on paper. Of the latter 44·5 per cent. are able to write fairly; and 9 per cent. with ease and freedom. Although in a large number of schools writing is very defective, in a few it is taught with excellent results. Pupils are beginning at an earlier age to write on paper. The number able to write with ease and freedom is not so large as could be wished; there is, however, a fair proportion able to write a pretty well-formed hand.

Arithmetic.—In this branch 1,578 pupils were examined—all who were learning it. Of these 29·4 per cent. had acquired a fair degree of proficiency in the first three elementary rules; and 8·5 per cent in simple proportion and practice. These numbers, it will be seen, indicate a rather low degree of proficiency, which in some measure may be accounted for by the very general neglect of simultaneous instruction, which, as understood by some teachers, is simply making the pupils work sums which have been written out on the black-board.

Writing from Dictation.—This branch has received much attention, and the proficiency of the pupils may be regarded as fair. All in the Sequel class, and as many in the second as are able to write tolerably, are now exercised in it. The best results are anticipated from the extension of this practice to the junior classes. On the teachers has frequently been enjoined the importance of exercising the pupils in writing out from memory, neatly and in proper form, with due attention to capital letters, &c., the pieces of poetry which they have learnt.

Grammar.—A very small number of the pupils acquire sufficient knowledge of grammar to be able to parse syntactically, applying the rules. A considerable number, however, have learnt to distinguish the parts of speech with general accuracy.

Geography.—Geography is not taught with much success, and as a general rule the proficiency of the pupils in the bulk of the schools is below the requirements of the programme, which, as regards this branch at least, is not much attended to.

District 3, Coleraine; Mr. M'Ilroy.—*Reading* (including oral spelling and explanation).—The improvement of the pupils in reading during the past year is very marked. The use of the "British Poets" occasionally, as a reading book in the Sequel and advanced

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classes has contributed very much to this satisfactory result. There has also been fair progress in oral spelling and explanation.

Penmanship.—This branch does not get that attention its importance demands. As few of the teachers write a really good hand themselves, they do not estimate the value of good penmanship, and therefore do not take sufficient interest in the proficiency of their pupils. In the majority of schools the style is bad, and the writing not executed with sufficient care. The former is owing to want of copy-books with suitable head-lines, and the latter to want of careful supervision on the part of the teachers. The teachers complain very much of the inferior quality of the steel pens, and the coarseness of the paper supplied to them for some time past.

Arithmetic.—This branch is carefully taught in the majority of the schools. The improvement during the past year is very satisfactory.

Writing from Dictation.—As far as spelling is concerned the exercises are everything that could be expected, but a want of neatness and carefulness generally prevails. This defect has, however, been remedied to a considerable extent by causing the senior classes to write the dictation exercises on paper.

Grammar.—Fair proficiency has been made in this branch. In the majority of the schools the junior classes are acquainted with the parts of speech, and a fair proportion of the senior classes can parse a simple sentence.

Geography.—A slight improvement has been made in local geography. In very few schools is the "Geography Generalized" used as a text-book; physical and mathematical geography may be said to be unknown.

District 4, Ballymena; Mr. Gillic.—*Reading* (including oral spelling and explanation.) —Reading is very imperfectly taught, few teachers having any idea of reading with expression.

Oral spelling is well attended to. Explanation not so carefully taught.

Penmanship.—It is difficult to induce teachers to pay due attention to this branch. They are very much inclined to leave the pupils to themselves during the time for writing, contenting themselves with merely looking over the copies when finished, often without taking the trouble of correcting errors in spelling. The want of suitable engraved head lines is very much felt.

Arithmetic.—Proficiency in arithmetic is steadily increasing. The per-centage of pupils able to work practice is 9·8 against 5·1 in 1861; in that year only 30·4 per cent. knew subtraction, and 11·6 notation to seven places of figures; and this year the per-centages in those subjects are 56·6, and 23·4 respectively.

Writing from Dictation.—This branch is fairly taught on the whole.

Grammar.—Fourth-class pupils generally can parse simple sentences. In the lower classes the programme is adhered to in rather too literal a sense, and pupils are taught to "distinguish the parts of speech" mechanically, which they often do with unerring accuracy, being at the same time unable to tell the tense of a verb, or the case or gender of a noun, or to detect the most glaring errors in concord or government. They should be introduced to the simple elements of syntax in Sequel class.

Geography.—Remarkable progress has been made in geography. In 1861 only 2·6 per cent. were acquainted with the maps of Europe and Ireland; and this year the per-centage has advanced to 26.

District 5, Ballyclare; Mr. Irvine.—*Reading* (including oral spelling and explanation). —Reading in general much improved. Each lesson is followed up by oral or phrase spelling, and explanation of words and sentences. But examination on the subject-matter of the lesson is, with good teachers, regulated by the importance of the matter to the children; hence some lessons are used chiefly as exercises in the art of reading. As frequently before observed, many waste time in examination. The great object of every teacher ought to be to take as much as possible out of the limited time at his disposal; and when one is seen standing up asking silly questions on simple subjects, perhaps beneath the notice of the class, or explaining things beyond their comprehension or interest, it is felt what a tax on time is often imposed by mistaken notions of popular teaching.

Penmanship.—In many instances very much improved; still there is room for amendment. No branch is of greater importance, or adds more to the character of a school, and consequently teachers are seeing the necessity of giving more earnest attention to it. Some seem to think they economize time by setting a class to write a copy, and immediately proceeding to teach another class some other branch, leaving the writers to proceed as they please; hence may be seen an error or mistake pervade the page from first to last, or the distance between two words widen gradually from line to line, until the space is wide enough to admit of the insertion of two or three little words, and under the last ruled line the name of the writer carelessly scribbled, with date awkwardly affixed. Thus children acquire habits of carelessness that it is afterwards very difficult to improve.

Arithmetic.—Considerable progress has been made in mental and slate-arithmetic, especially in notation, and expedition in the performance of exercises in the fundamental rules. When children are expert with slate and pencil, and once able to do a sum in any of the simple rules quickly and correctly, all the difficulties of arithmetic are easily got over,

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and the children delight in an arithmetical lesson. Tables are carefully taught. Children commence soon with short lessons, which are made as easy as possible by frequent repetition. Black-board in more general use; and in some instances arithmeticons have been provided, and are used with much advantage in teaching the younger children. Teachers have been induced, to a limited extent, to exercise the youngest children in little mental calculations. They used to think that time thus spent was nothing better than time lost.

Writing from Dictation.—Improved and improving. A fair proportion of the school day is given to the practising of this useful branch, and teachers are more expeditious in effectively examining the exercises. Inspector has regularly made it a prominent part of his own examinations, to convince teachers of the necessity of frequent exercise. A class soon betrays neglect or carelessness on the part of the teacher. Children regularly practised and carefully taught soon discover that they have been so. Imposition cannot for a moment pass. One may see at a glance, from the very way a boy begins the first clause, whether he has been regularly exercised or otherwise. It is useful sometimes to vary the work by giving out, to be written in a column, a number of unconnected words, more or less difficult, according to the progress and ability of the children. Teacher draws the pencil across the words misspelled, and gives the writer a trial to correct the mistake by re-writing, &c.

Grammar.—In respect to grammar, if children in the generality of schools were later in commencing, and more carefully and methodically taught after they did commence, it would be better for both teacher and scholar. There is no branch thought less of in rural schools, and none so badly and uselessly taught. It is sickening to hear some teachers dragging or driving young children through the parts of speech—training them into habits of thoughtlessness.

Geography.—Geography considerably improved. Map lessons taught in all the schools, and in some with good effect. The late editions of Dr. Sullivan's Introduction to Geography and History are admirably designed to aid, through home lessons, in the acquirement of a good elementary knowledge of the science. Children may, with the greatest advantage, be put early to the map. They have much to learn, much to be impressed on their memories—an endless amount of facts to be stored up. Tell them, for instance, that Ireland is an island, and they can understand the fact, and by referring to the map can have it indelibly fixed on the memory, and held as a base for a structure of facts that are to follow. The effect is far different from that produced by telling them that Ireland is a noun—a proper noun, or in explaining that it is the word "Ireland" that is the noun. Children should be much earlier introduced to geography than to grammar.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—*Reading* (including oral spelling and explanation).—Special attention was given to the subject of reading during the past year, and, in consequence, a marked improvement has taken place in this branch in almost all the schools of the district. The numbers able to read First Book correctly, Second Book correctly, and Third or higher books with ease and intelligence, for the year 1862, were respectively, 891, 989, and 806; and the corresponding numbers for 1863 were, 1,020, 1,170, and 1,237. Oral spelling and the explanation of words are fairly taught in the majority of the schools; but the subject-matter of the lessons does not receive sufficient attention.

Penmanship.—Very satisfactory progress has been made in penmanship in the schools of the district during the year. In 1862 the number of schools ranked under the heads—writing quite satisfactory, good, and fair, were respectively, 12, 41, and 32; and the corresponding numbers for 1863 were, 24, 42, and 28. The number of pupils able to write fairly, and able to write with ease and freedom, were respectively, for 1862, 663 and 102; and for 1863, 726 and 152. In most of the schools in the district the following instructions are carefully carried out:—(*a*) The teacher to personally superintend the writing, and to foster in the pupils a taste for good writing. (*b*) Copy-books to be kept perfectly clean, inside and outside. (*c*) A row of figures to be written on the last line but one of each page, and the name of the writer and date on the last line. (*d*) Copy-books to show fair progress from first page to last.

Arithmetic.—Arithmetic is fairly taught in the schools of the district generally. The object aimed at is to make the pupils *practical arithmeticians;* and with this view special attention is given to the fundamental rules of compound multiplication, proportion, and practice. In several of the schools the advanced pupils are exercised in making out bills of sales of flour, corn, pork, &c., such as they may have to practise in afterlife. The number of schools for the year 1862 in which arithmetic was fairly taught, and to a fair proportion of the pupils, was seventy-nine; and the corresponding number for 1863 is 102.

Writing from Dictation.—Writing from dictation is practised in all the schools of the district, and with a fair degree of success. The junior classes are exercised in copying from the tablets, paying proper attention to capital letters and stops, and the senior classes in copying, writing from dictation, writing out pieces from memory, and writing letters on familiar subjects. When the pupils commence to write letters, more attention is given to the *form* than to the *matter* of the letters. In some of the best schools the pupils are exercised also in writing out bills of sales of different kinds. The number of schools for the year 1862, in which dictation was fairly taught, and to a fair proportion of the pupils, was 80; and the corresponding number for 1863 is 101.

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Grammar.—In twenty-four schools the proficiency of the pupils in grammar is quite satisfactory, in thirty-six good, and in forty fair. The standard laid down in the school programme is fully attained in these schools; but the object of learning grammar—namely, to be able to speak and write correctly, does not receive sufficient attention in any of the schools.

Geography.—Geography is well taught in nineteen schools, and fairly in eighty-three others. Increased attention was given to the subject of maps during the year; and in almost all the schools text-books and maps were used conjointly in teaching.

District 8, Belfast, North; Mr. Nesbitt.—*Reading* (including oral spelling and explanation).—There has been great individual improvement in reading during the past year, though it is scarcely perceptible in any general return—as many ragged schools have been added in the year, whose pupils are, of course, of the very lowest grades, young, and less capable of reading with ease and intelligence. In the schools of this district inspected by Mr. Sweeny, assistant, those able to read Third or higher Books with ease and intelligence amount to 38 per cent.; while Mr. Nesbitt's return for the whole district gives only 14 per cent. The oral spelling, as well as the attention of the pupils, has been improved by the practice of spelling sentences—each in succession taking a word; thus securing a constant attention, and making the whole time for spelling available by each pupil. The words are explained by their use in the sentence.

Penmanship.—The proportion of those who can write with ease and freedom, so as to fit them for a merchant's office, is but little altered during 1863; but the number who can write fairly has greatly increased. Were the schools supplied with a better quality of pen and smooth paper, the taste of writers could be more easily manifested. A good, free, system of copy-lines still very much needed.

Arithmetic.—The schools composed of children of the middle classes still retain their former position, and progress favourably; but the ragged schools lately added lessen the per-centage, as the pupils leave school at a very early age, and require much intellectual training before they have any great arithmetical power. Too much time is occupied in these very low schools with notation, numeration, &c.; and it would be expedient to perform the simple rules with correctness and facility first, after which the pupils would have a power of learning notation, which previous to that is almost wanting. Repetition of simple rules, and mental calculation, are attended to, but require still greater attention in many of the schools

Writing from Dictation.—The practice of oral spelling in sentences so prepares the children for writing from dictation, that very considerable progress is observable, especially among those able to write fairly; and many are able to undergo a written examination with credit that might be considered too young to be subjected to such an ordeal. In connexion with this branch has been encouraged the practice of dictating a few important words from which the pupils are left to compose a story or essay; and Inspector, in one of his incidental visits a few days since, was agreeably surprised to find such successful results. A girl about ten years of age had written on slate a story, in language very readable, sentences well arranged, and spelling quite correct; and several in the same class, though not so good, deserve favourable mention. The teacher's time was left free for a few minutes, which were used in testing the progress of a class in charge of a monitress.

Grammar.—The ratio of those able to parse syntactically has not materially changed in 1863 from 1862; but a considerable change for the better has been going on with reference to an intelligent knowledge of parts of speech. The exercise of hunting for names, and explaining the name, is practised successfully—qualifying words and the qualities they suggest—facts and the words which constantly state them—opening up to a child the meaning of sentences, so as to facilitate the power of learning, not only grammar, but almost any other subject with which they may come practically in contact. A knowledge of grammar rules has not improved the language of the lower classes; but a better result has been in many cases obtained by allowing the pupils to state the facts learned in each lesson, or rehearse the story in the best language they can command from their own resources, and occasionally to ask each other questions, thus affording the teacher an opportunity of correcting errors in style

Geography —The maps are generally well known; but few have an accurate knowledge of "Geography Generalized;" and the language of the school geography does appear to be not sufficiently attractive. The consequence is observable in the readiness to forget, and the constant repetition required. On the whole, the district stands fairly in a knowledge of this branch, and almost all in attendance are engaged in it.

District 9, Belfast, South; Mr. W. R. Molloy.—*Reading* (including oral spelling and explanation).—Reading in the senior classes throughout the district generally fluent and accurate. Increased attention has been paid to explanation of the subject of the lessons read daily. Proficiency in oral spelling of words in sentences satisfactory.

Penmanship.—Proficiency in general creditable.

Arithmetic.—An improvement is observable in this branch. In upwards of two-thirds of the schools arithmetic receives careful attention.

Writing from Dictation.—Steady progress is observable in writing from dictation throughout the schools.

Grammar.—The children are too young to attain a marked proficiency in grammar. The instruction is mainly confined to distinguishing the parts of speech.

Geography.—A fair acquaintance with the outlines of the maps of the World, Europe, Ireland, and Palestine, is exhibited by a satisfactory proportion of the pupils in about two-thirds of the schools.

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District 10, Newtownards; Mr. Osborne.—*Reading* (including oral spelling and explanation).—The reading is improved in correctness and precision, and some successful attempts have been made here and there to remedy the natural coarseness of pronunciation for which the population of this locality is distinguished. Generally speaking the children read with a sufficient measure of fluency and intelligence to enable them hereafter to pursue their own study and improvement, but there is little attention paid to the graces of a pleasing elocution.

The oral spelling and explanation are both very fair.

Penmanship.—Very much has yet to be accomplished in this department. The style is defective in elegance and the execution in carefulness. There is still wanted a good set of copy-lines, and until they are supplied reports will be unfavourable. There is, however, some measure of improvement throughout the district, which evidences a better supervision on the part of the teachers, and more taste on the part of the children in the keeping of their copy-books, and their efforts at imitation.

Arithmetic.—There is throughout the district a fair knowledge of elementary arithmetic; the tables and simple rules are carefully taught. Theories have been better explained during the past year, and a more secure and certain knowledge of the higher commercial and practical rules has been attained.

Writing from Dictation.—This exercise is practised in all schools of the district, and in some of them from the second class upwards. The "Spelling Book Superseded" is a text-book in all the schools; its principles are carefully taught, and its exercises are made full use of. In all the inspections the pupils have been tested in this branch, and no gross blunder committed by the third or higher classes in writing any passage selected from the Third Book.

Grammar.—A fair measure of attention is given to this subject, and although the amount of attainment is not very high, it is perhaps as much as the nature of the schools and the circumstances of the children entitle one to expect. The principal parts of speech are in some schools made familiar even to second-class children, and in all schools from the Sequel class upwards. The Boards' text-books, besides being in the hands of the teachers, are used by all pupils of the third and higher classes, and a large proportion of these pupils can parse syntactically with readiness and intelligence.

A few of the higher-classed teachers attempt in their schools, with some degree of success, grammatical analysis and composition.

Geography.—The text-books in this branch, are the "Geography Generalized" and the "Introduction to Geography and History," both by Dr. Sullivan. The pupils generally have a pretty fair acquaintance with mathematical and physical geography, so far as definitions and elementary principles; and on maps, they are familiar with the chief features of the World, Europe, and Ireland. The knowledge of commercial and descriptive geography is rather deficient.

District 11, Donegal; Mr. Currie.—*Reading* (including oral spelling and explanation).—In this branch a marked improvement is noted alike in the mode of teaching and in the consequent results. Few of the juniors but can read most of the lessons in their several reading books with considerable fluency and correctness, while not a few in the higher classes are equal to reading passages selected from the daily lessons with intelligence and even somewhat of expression. This latter characteristic might be attained to even to a yet greater extent were the pupils more frequently exercised in reading the poetical pieces that are to be found in the lesson books, or those that form the Selections from the British Poets. As regards oral spelling, in few instances are there noted any grave or glaring defects. Explanation however, as a general rule, is not sufficiently attended to, while what is afforded is not of that simple and familiar character which at once brings the meaning within a child's comprehension. The importance naturally attaching to the analysis of derivative words does not appear to be duly comprehended and appreciated by most teachers.

Penmanship.—To the teaching of this subject special attention has been given by Inspector, who reports corresponding improvement both in the methods employed and in the results obtained. The main defects that marked the instruction of pupils in this branch were twofold—namely, the want of due supervision, and the clumsy and unskilled methods pursued. Both these have to a great extent been remedied and removed, and hence in the copies of even the mere beginners, there are to be discerned those indications of skill and care which afford the best earnest of the attainment of a good and legible hand. Inspector has, in every instance, sought to impress upon the teachers the necessity of the copy-lines for juniors being simple and progressive, admitting of easy imitation, and presenting a gradual advance from words consisting of a few letters to those presenting the most difficult and complex combinations.

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Arithmetic.—This is one of the subjects that least frequently form groundwork for complaint in the Inspector's examinations, if regard be had merely to the results. Looking, however, to the methods pursued, there is generally very much to find fault with, as they are for the most part deficient both in the character and amount of the explanation and illustration by which it is sought to impress the different principles and processes upon the pupil's mind. Frequently in the course of inspection, Inspector has had to note the difference in this respect between schools that have had the benefit of organization, and those to which it had not been extended. While the former were, for the most part, characterized by skill in the modes of teaching—adapting the means to the end sought—and consequently by the higher proficiency which marked the classes generally; in the latter, the teaching was but too often marred by such defects as plainly showed how futile it would be to look for satisfactory or high results. The importance of mental calculation as subsidiary to acquiring expertness and facility in the different operations, does not appear to be duly appreciated.

Writing from Dictation.—This requirement is certainly second to none of the different subjects that enter into the course of elementary instruction, and yet it is rarely found to have allotted to it that distinctiveness and prominence which should naturally belong to it. Throughout the schools of this district, Inspector generally finds that the pupils are not introduced to it at a sufficiently early stage of their progress; for, seeing how intimately connected it is with quickness of perception, if it is hoped to lead the generality of children to write correctly from dictation, and hence to have their written exercises in any subject marked by correct spelling, the eye must be so familiarized with the correct forms of the words, as to be enabled to detect an error at the first glance. Another error Inspector has endeavoured to guard against is, that while teaching correct orthography, pupils should not be led to form a loose and irregular style of penmanship, by being required to write their exercises on paper before they have acquired considerable freedom and command of hand.

Grammar.—Intimately connected, as this subject is, with composition, and seeing how rare are the opportunities afforded either by the length or character of the pupils' attendance, for exercising them in the latter, it is not only futile, but also hardly compatible with the aims and purposes of elementary instruction, as afforded in the schools, to look for that intimate acquaintance with structural differences, and other peculiarities marking the English language, which is frequently found exhibited by boys among the higher forms of endowed collegiate institutions. Keeping then this limitation steadily in view, it has always appeared satisfactory to find the most advanced pupils able to parse syntactically a comparatively simple sentence in prose or verse, or afford such crude analysis as showed a correct knowledge and appreciation of the relations subsisting between individual words. So likewise with the juniors (confined to the elementary portions of the subject), it was simply required that whatever knowledge they possessed should be marked by certainty and readiness.

Geography.—Increased diligence and attention, with proportionately improved results, have marked the teaching of this branch in most of the schools during the past year. Not only do pupils acquire a tolerably correct and accurate knowledge of the relative positions of places and other mere local details, but also in many instances evince a fair acquaintance with the various particulars coming under the head of descriptive geography, as given in the chapters of the several lesson books, especially in those of the Fourth. Where the circumstances of a school allow of the formation of a fifth class, it is not unfrequently found that the teacher has succeeded in imparting to the more apt and attentive all the most interesting and important portions of the opening chapters of the "Geography Generalized," thus giving an expansion of view and an accretion to their knowledge such as are calculated to form and direct their tastes, and by leading their thoughts into a particular channel, serve to stimulate them in afterlife to yet more extended inquiries and investigations in this subject.

District 12, Sligo; Mr. Kennedy.—*Reading* (including oral spelling and explanation).—In this district the reading is generally bad. Perhaps in forming my opinion on the subject, too great importance may have been attached to the provincial accent, and the want of a clear and distinct enunciation which prevail over almost the entire district. Out of school, it is believed, few of the pupils ever read anything; in school the attendance is irregular, and many, even of the older and more advanced scholars, are unprovided with reading books, and unwilling to purchase them. There is, it is feared, but a small number of those who on finally leaving school, are able to read a passage from any ordinary book, or a leading article in a newspaper, so as to make it perfectly intelligible to themselves and those to whom it may be read.

Penmanship.—The style of penmanship is not generally inferior, though in many schools there is evidence of want of care. Children frequently take their copy-books home on Saturday, or when about to remain absent from school for some time, and when brought back it is not unusual to find that considerable portions have been written at home; this is always very carelessly executed. In a number of schools there is a want of careful supervision on the part of the teachers during the time of the writing lesson.

Arithmetic.—The remarks under this head in last year's report are still applicable—viz.,

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that though not deficient in the elementary rules, there is but a comparatively small number of pupils able to solve readily and accurately questions in the advanced rules. Even those working proportion and practice seldom know the subject so thoroughly as to be able to avail themselves of the *shortest method* in bringing out the required result. The second class is more frequently found below the standard prescribed in school programme than either sequel or third.

Writing from Dictation.—When the attainments of the pupils in other branches, and their general intelligence are taken into account, no ground appears for expecting more satisfactory results in writing from dictation than those which are found in the majority of schools in the district.

Grammar.—As stated in the report for 1862, the knowledge of this branch, except in a few schools, is only elementary, and is confined in a great measure to distinguishing the parts of speech. The number of pupils able to parse a sentence is less than an average of three per school. Many of the children are able to refer correctly each word in a sentence to the part of speech under which it is classed, but the principles of grammar, as taught in the text-book, are imperfectly known, except in a few of the best schools.

Geography.—The leading outlines of geography are fairly known in most schools, though very few pupils have an extensive or minute acquaintance with the subject. Text-books are not sufficiently employed, and where they are, it is not unusual to find that each child has a separate home lesson, while that taught by the teacher on the map has no special reference to what has been prepared by the class. It would be desirable that a small manual of local geography, more elementary than any now on the Commissioners' list, should be supplied to schools. In those published by the Board, excellent as they are, there is a considerable portion that must be passed over, by a sequel class for example, while it seldom happens that either teacher or pupil knows exactly what to select.

District 13, Enniskillen; Mr. James Brown.—*Reading* (including oral spelling and explanation).—The general character of the reading is fair, and a slight improvement on that of the previous year; but in very few schools indeed were found that distinctness of articulation, deliberate utterance, and modulation of voice, essential to express fully the sense of the passage read. Too often the teachers themselves have not cultivated a taste for good reading; and instead of being able to exemplify what constitutes this, they satisfy themselves by hearing the lessons read, and merely correcting the more gross mistakes.

Oral spelling found, on the whole, rather satisfactory; but the explanation—whether it may be the application of a particular word, or the general meaning of the passage read—is, for the most part, unsatisfactory.

Penmanship.—The proportion of the pupils who are able to write a fair, legible hand is much more satisfactory than of those who have attained to a good finished style. There is a considerable improvement, however, in this department since the year 1862.

Arithmetic.—The proficiency of the pupils in this department continues fair, but it is slightly lower than that returned for the year 1862. Notation and numeration are well understood by even the junior classes, the proficiency attained being more than double of that prescribed by the class programme. The proficiency in the other elementary rules is fair; and that in the higher rules is good.

Writing from Dictation.—Whilst the dictation exercise has received fair attention on the part of the teachers, it is the least satisfactory feature in the condition of the district, and slightly lower in the proficiency attained than that for the year 1862.

Grammar.—The proficiency in grammar is slightly in advance of that for the year 1862; but in very few schools is this branch well taught. A fair proportion of the children can correctly point out the several parts of speech, but only 44 per cent. of the fourth and fifth classes can make a reasonable attempt at analyzing a sentence.

Geography.—Considerable improvement found in this branch during the past year, there being only 7 per cent. of the schools in which it can be said to be really badly taught, or neglected; whilst in 17 per cent. the proficiency acquired is quite satisfactory and creditable.

District 14, Omagh; Mr. Adair.—*Reading* (including oral spelling and explanation).—Improvement observed in the teaching of reading in 1863, as compared with 1862. The per-centages of proficiency for 1862 were, "able to read Book I.," 20; "able to read Book II.," 30; and "able to read Book III. and above," 15; while for 1863, the corresponding numbers are 22, 32, and 17. Again, the number of schools in 1862, in which the reading was satisfactory, was 8; those in which it was good, 10; and those in which it was fair, 33. The corresponding numbers for 1863, are 10, 13, and 39. This shows considerable progress. Still in many schools the reading is not yet what it ought to be. The pupils do not speak out freely and distinctly. Speak to them apart from their books and they will talk naturally enough; but put them to read and they at once become artificial and unnatural.

Oral spelling is very fairly taught—it is, perhaps, too much confined to the words of the columns. Explanation of the words and of the *matter* of the lesson is not carried far enough. The teachers do not seem to attach sufficient importance to this—very few of them really *examine* well.

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Penmanship.—In writing on paper there has been shown considerable improvement in 1863, as compared with 1862. The number of schools in which penmanship was taught satisfactorily, well, and fairly in 1862, was respectively 9, 7, and 37, while for 1863, the corresponding numbers are 9, 17, and 31, which shows a considerable increase in the number of those in which writing is well taught. Inspector has succeeded in getting all the pupils above first class to provide themselves with copy-books, and to write on paper. The number examined in writing in 1862, was 1,590, while in 1863, it was 1,874. This is a great increase, and is just as it ought to be. The children at present attending the schools in Ireland are so young that if they are not taught something of writing while in the elementary classes, they will leave school finally without being able to write at all.

Arithmetic.—There has been progress made in the teaching of arithmetic in 1863, as compared with 1862. The chief defect, on the part of the teachers, in teaching this branch is, that they do not make their questions sufficiently practical, they do not vary the exercises enough, they confine themselves too much to the questions given in the text-books, and do not invent examples for themselves and of themselves. As a general rule, too, the simple and compound rules are passed over too rapidly. It has not unfrequently been found that pupils returned as in proportion or practice were not able to work questions in compound multiplication and compound division, when proposed to them in words. But few of the teachers have the tact to make arithmetic interesting.

Notation is being better taught every year. Of those examined in arithmetic in 1863, 873 were able to write millions, while in 1862, the corresponding number was only 724.

Writing from Dictation.—Writing from dictation is very well attended to. All the pupils above second class write from dictation during a portion of each day. In the past year 1,292 pupils were examined in writing from dictation. In 1862, the corresponding number was 1,054, which shows a considerable increase in the number learning to write from dictation.

Grammar.—Grammar is very fairly taught, and the proficiency of the pupils in this branch is respectable. The attainments of the pupils show a considerable improvement in 1863, as compared with 1862. The proportion per cent. in 1862, to total number examined, stood thus:—"Acquainted with the parts of speech," 22·3; "Able to parse syntactically," 14. The corresponding numbers for 1863, are 23·7 and 16·3. On the whole there is little to find fault with in the answering on this subject. There has sometimes been occasion to complain that the pupils of the advanced classes were not sufficiently acquainted with the text-books on grammar. The "parts of speech," at least, are taught to all the pupils above first class, and generally all above Sequel class make an offer at parsing syntactically.

Geography.—Geography—from maps at least—is taught to all, or almost all, the pupils attending the schools in this district. A fair proportion of them also get tasks at home in the text-books on geography. The total number examined in geography was, in 1863, 3,303; while in 1862 it was but 2,743. This shows a considerable increase in the number learning geography, especially when it is considered that in 1863 the aggregate average attendance was rather less than that of 1862. On the whole there is reason to be satisfied with the schools as regards the teaching of geography.

District 15, Dungannon; Mr. O'Neill.—*Reading* (including oral spelling and explanation).—While the per-centage of children able to read the first and second books has increased in 1863, there appears a decided falling off in those able to read the third or higher books.

Penmanship.—The per-centage of the whole number examined, who were found able to write with ease and freedom, is the same, or nearly the same, as that recorded in 1862. An increase of 5 per cent. is observable in those able to write fairly.

Arithmetic.—The number able to work sums in subtraction, division, and practice is nearly the same as in 1862. There is, however, a falling off to the extent of 5 per cent. in those able to set down seven places of figures. This subject (notation) is very imperfectly taught in the majority of the schools. The children are allowed to go on to the higher rules without any knowledge of its principles, and this ignorance is a serious drawback to their subsequent progress.

Writing from Dictation.—There is an improvement to the extent of 5·1 per cent. in the number able to write from dictation with ease and correctness. This is very satisfactory, as there is no subject of the programme which affords a more certain test of the development of the intelligence—the grand object of all secular education.

Grammar.—There is no noticeable change to be recorded under this head. As before remarked, the circumstances of the schools are unfavourable to the attainment of a satisfactory, or even fair proficiency, in a subject intrinsically difficult, and requiring continuous study. Making allowance for this, reasonable progress has been made in this branch during the past year.

Geography.—The proficiency of the children examined in geography during 1863, varies little from that recorded for 1862, but cannot be regarded as satisfactory. This, it is conceived, is due to the rambling and unsystematic mode in which the subject is treated by most teachers. Many of them devote very little attention to this branch, alleging that parents are unwilling to allow their children to learn it, and consider the time spent on it as wasted.

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District 16, Armagh; Mr. S. Brown.—*Reading* (including oral spelling and explanation).—With reference to the proficiency generally, a very large number of the inspections were made during the first term of the year, when the unusually irregular attendance of pupils during the preceding four months lowered the proficiency considerably. The average proficiency for the year was higher than that indicated by the reports on such inspections.

There has been progressive improvement in reading during the last three years, and it is now receiving that careful attention from the teachers which its paramount importance demands. The reading of third and higher classes is fluent and distinct; and, if wanting in the graces of finished reading, is at least intelligent. In the junior classes more attention is paid to the proper grouping of words. Oral spelling and explanation are fairly attended to; and in these the proficiency is decidedly progressing.

Penmanship.—There is marked improvement in writing this year. The teachers write much better than they formerly did, and most of them pay more than usual attention to the writing of the junior classes. In a large proportion of the schools the highest draft of second class writes on paper, and a large amount of the ordinary school business is performed in writing, such as parsing, composition, and lesson exercises of various kinds. The result is, that 65 per cent. of the pupils examined on this branch were able to write a fair hand, and 14 per cent. a good hand, with ease and freedom.

Arithmetic.—Arithmetic is generally fairly taught—in a considerable number of schools very well. The principles on which the rules depend are not sufficiently attended to, but the quickness and accuracy with which the pupils work the sums is satisfactory. The early withdrawal of the children from school renders very high attainments in this branch scarcely possible.

Writing from Dictation.—There is no branch more successfully taught than writing from dictation. A greater proportion of the entire attendance acquitted themselves fairly this year than at any other period; and in very few schools is the proficiency unsatisfactory. In connexion with dictation, letter-writing and easy exercises in composition are practised as home lessons, by the more advanced pupils of the best schools. These exercises are read aloud in the schools, and anything defective in the grammar or style is corrected by the teacher. In this useful application of writing from dictation there is satisfactory progress. It is to be regretted that it is not more generally taught.

Grammar.—In this subject there is no change deserving of notice. The text-book is more generally used than formerly, but most teachers fail in making grammar as practically useful as it might be made. Books on English composition are now in the hands of many teachers; these are likely to remedy the most prominent defects in the method of teaching grammar.

Geography.—The proficiency in geography is rather low; but it is presumed not lower than in most of the other districts. There is no other subject in the school programme that requires so extensive a course of reading, or so much general information to enable a teacher to make his instruction interesting and useful. Few possess the necessary qualifications to make it a really attractive study; but it is due to the teachers to state that local geography is generally fairly taught.

District 17, Downpatrick; Mr. Patterson.—*Reading* (including oral spelling and explanation).—In general the children read fluently, and pronounce correctly for children of their age and position in life. Many teachers, although on the whole improving in this respect, do not yet take due pains to make their pupils understand thoroughly the lessons they read. Oral spelling is, on the whole, very good.

Penmanship.—There has been continued improvement in penmanship this year. But this branch is still susceptible of considerable improvement.

Arithmetic.—Some progress has been made in this branch, also, since 1862. The children are not yet, however, sufficiently instructed in the first principles.

Writing from Dictation.—In most of the schools the writing from dictation is very creditable.

Grammar.—There has been marked progress in this branch within the year. The scholars appear now to be beginning to understand it.

Geography.—In 1862 very perceptible progress in knowledge of geography was made; still greater progress is to be recognised in 1863. The study appears to be made more interesting and instructive to the pupils.

District 18, Mr. Dowling; no return.

District 19, Newry; Mr. Morell.—*Reading* (including oral spelling and explanation.)—Comparing the proficiency of this year with that of last year, the per-centage as regards reading is about the same; there does not appear much improvement, if indeed any, in this subject. The style of reading especially in the boys' schools, is not at all good—heavy and monotonous. Very few even of the higher-classed teachers under the Board are themselves good readers. They do not place a proper value on reading, nor have they, as a

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body, a taste for teaching. Spelling and explanation, on the contrary, are carefully taught. The "Spelling-book Superseded" is in all National schools, and is made generally a home lesson-book.

Penmanship.—In last year the per-centage as regards penmanship was 40·2; in the present year it is almost the same, 41·5. As a rule it is found that in schools having the services of an Assistant Teacher or Paid Monitor, writing is pretty well attended to; but in schools conducted by one teacher that direct personal superintendence which this subject above almost all others demands, is not often given.

Arithmetic.—In arithmetic very satisfactory progress has been made during the year. Scarcely one decidedly unfavourable report was made as regards the subject during the past twelve months. The blackboard is now invariably used in teaching the junior classes. The more advanced pupils are occasionally left to themselves at seats to work out arithmetical questions from text-books, an arrangement attended with the very best results.

Writing from Dictation.—In this subject very fair proficiency has been made during the past year.

Grammar.—Grammar is fairly taught, and to a fair proportion of pupils. The answering, however, was not higher than that of the previous year. All from Second Class upwards may be said to receive some instruction at least in this subject. Home tasks, however, require to be better attended to.

Geography.—In geography the attainments of the pupils in somewhat more than one-half the schools are equal to the requirements of the school programme. In not more than ten schools do their attainments rise much above the standard. In many of the better class schools the blackboard is invariably used in teaching this subject. On the whole the proficiency of the pupils in geography throughout the year was satisfactory.

District 20, Ballina; Mr. Healy.—*Reading* (including oral spelling and explanation).—A slight improvement has been effected during the year in point of correctness, but very little in taste and expression. It is but right to observe that, in consequence of *Irish* being the language of home and of general conversation, both teachers and pupils have difficulties to contend against here, much greater than in places where English is the vernacular. Taking into account the special difficulties incident to this locality—viz., the predominance of *Irish*, the all but total absence of any means of home culture, the want of lesson-books and the very irregular attendance of the pupils, the general result of the examination in reading is far from unsatisfactory. Of the total number examined during the year, 63·3 per cent. could read; while this per-centage divided as to lesson-books, stood as follows:—

Able to read	First Book correctly,	20 per cent.
,,	Second ,, ,,	23·4 ,,
,,	Third or higher,	19·9 ,,

Oral spelling is fairly attended to, but explanation is still very faulty. When explaining words and phrases, teachers are found, even in the most Irish-speaking localities, in the habit of explaining one English word by another equally difficult, and this, to pupils of First Class, that scarcely know the English name for "horse." Inspector pointed out the irrationality of such a practice, and illustrated by specimen lessons given to the pupils, how *translation* and *explanation* could and should be combined. Some of the teachers have successfully followed up the course indicated, and at last tour of inspection for the year, most decided marks of progress were found in these schools.

Penmanship.—In several schools considerable improvement in the style and finish of the writing is apparent; but in others the same want of supervision complained of in last report still continues. The number learning to write on paper is too limited, which arises in some cases from want of sale stock, and in others from the unwillingness of the parents to purchase the necessary writing materials. Several instances have arisen of pupils being able to write "small hand" fairly on slates, without their ever having written a line on paper.

Arithmetic.—In no school of the district is this important branch taught as it should. Notwithstanding repeated suggestions to the contrary, it is to be feared the pupils are left nearly wholly to themselves, and rarely, if at all, exercised on the floor in dictated questions of an every-day character. That this must be so, is judged from the awkwardness, as well as gross mistakes of the pupils when under inspection. Failures of the most egregious character are committed by pupils, nominally in the most advanced rules, when under examination in the most elementary; the reason of which must be that repetition as well as dictation is neglected. The teachers say, and with justice, that they cannot spare time to give that amount of practical exercise which is requisite in arithmetic by mere draft teaching on the floor. Did they, however, adopt the plan of giving a draft lesson on one day each week for the purpose of initiation to, and explanation of, new rules, and devote another to repetition on the rules passed over, their pupils would soon become able to do *rationally* and with *correctness* much useful work for themselves, and thus afford teachers full opportunity to give all necessary attention to the other departments of their school business. Whether it is want of method on the part of the teachers, want of energy,

want of mastery of the subject, or a combination of all these, that causes arithmetic to be in such an unsatisfactory state cannot be said; but from whatever source it springs, it is to be regretted that there is no subject about which there appears less cause for even moderate satisfaction at present, or hopefulness for the future.

Writing from Dictation.—Very gratifying progress has been effected during the past year in this useful branch, both as respects the execution of the work and the number under instruction. 33·5 per cent,. or *one-third of the total number present* at the inspections, were learning writing from dictation in past year, while in 1862 the per-centage was only 24·7, or scarcely *one-fourth* the total number present. As remarked in last report, the chief cause of writing from dictation being heretofore so faultily performed arose from want of method in teaching it. In that report was taken the liberty of suggesting the necessity that exists for placing on the book list manuals on method of teaching this and other subjects. Since making that report several of the teachers here have been presented, by Mr. Vere Foster, with copies of "Joyce's Handbook on Method;" and to its introduction may we ascribe much of the improvement above recorded.

Grammar.—This subject is nominally taught in all the schools, but unfortunately the teachers, as a body, much less the pupils, have not the most remote idea of what a knowledge of grammar is designed to effect. Even in the best of the schools little is known beyond etymological parsing, and this, too, is so badly taught that it is of little or no use in point of mental culture. Indeed, the warm contests so often held about the part of speech which some certain word of a sentence should be called, while not a word is said about the analysis or structure of sentences, prove how much most teachers confound the mere *accident* with the real *essence* of grammar. Grammar, taken in its scientific aspect, is wholly unknown in the schools here, while as an art it is nearly on a similar footing. Nor should this be wondered at, or looked on as derogatory to the efficiency of the National system; on the contrary, if the *antecedents* as also the *present position* of this district be but fairly considered, any other result than that now stated could not be expected. A considerable time must elapse, and also a considerable improvement must be attained in the social state of the people, before so backward and poverty-stricken a neighbourhood can stand high in any sort of knowledge, much less in such as is a science or based on science.

Geography.—As the method of teaching a given subject becomes better known the progress of the pupils becomes similarly advanced. This fact is seen to be well illustrated in the satisfactory advance made in writing from dictation during the past year, as it is, again, in geography. A comparison of the proficiency attained in 1863, with what it was in 1862, will best exhibit the progress effected. Of the total number examined in geography there were in 1862:—

Acquainted with the outlines of the Map of the World, .	15·6 per cent.
,, ,, Map of Europe or of Ireland, . .	2·7 ,,

While there were in 1863:—

Acquainted with the outlines of the Map of the World, .	22·6 per cent.
,, ,, Map of Europe or of Ireland, . .	6·4 ,,

Owing to the unwillingness of the parents to provide books for home study, Inspector recommended the teachers to read a certain portion daily from the First Book on Geography, afterwards test their pupils on what had been read, and in this way to go carefully over the requirements of the school programme. In order "to bring home" to the teachers the rationality of the course suggested and its superiority to that generally followed by them, Inspector has frequently—especially in the worst conducted schools—made them give their so-called "lesson in geography;" he then examined on what had just been gone over; next, he read a portion from the First Book, and examined; the contrast in favour of the latter mode made it palpable that one lesson of *connected* matter is better than fifty made up of heterogeneous elements.

District 21, Swineford; Mr. Roantree.—Under the heads of *grammar* and *arithmetic* the per-centages of proficiency are for this year nearly the same as for last, while they exhibit a greater or less degree of improvement in the remaining subjects of the school programme.

District 22, Boyle; Mr. J. W. Rodgers.—*Reading* (including oral spelling and explanation).—Inspector not able to report any marked improvement in the reading of the pupils examined during the past year. The same defects exist, and in much the same degree as in 1862. Perhaps rather more attention is given to the pauses and to the grouping of the words, but a graceful and finished elocution is seldom to be met with even in the best schools.

Penmanship.—There is more attention paid to penmanship then formerly. The supervision by the teachers is more active, and the copy-books are kept cleaner. Where the teachers write badly themselves the Board's copy-lines are now generally used, and with excellent effect. The prevalent practice of allowing the children to supply themselves with ink and pens, which they are at liberty to take home with them after school hours,

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is attended with much inconvenience and injury, as both pens and ink are not unfrequently forgotten. It is much better that these requisites remain permanently in the school. The teacher should himself provide and keep up a sufficient supply of proper quality, charging the pupils, if he choose, what they cost himself. This course, which is acted on in most of the organized schools, has been adopted latterly by numerous teachers in this district. It is matter for regret that the nibs supplied by the Board, and the paper too, are often of a very inferior description.

Arithmetic.—If the success attending the instruction given in this branch is not all that could be desired, as compared with other subjects, it receives a due share of attention, and the proficiency attained by the pupils is at least hopeful and encouraging. There are few schools in which slate-arithmetic is not taught in classes on the floor during a portion of each day, and considerable accuracy and despatch have, in consequence, been acquired in going through the various processes of computation. Notwithstanding the large staff of paid monitors the pupils, when working exercises from their text-books, are not under very vigilant superintendence, otherwise their proficiency would be much higher than it is. The necessity of correcting this evil, of explaining the rules so clearly as to make them understood, of requiring them to be committed carefully to memory, and of introducing and carrying out statedly a system of frequent and searching examination of the matter gone over, cannot be too strongly impressed on the teachers.

Writing from Dictation.—The importance of writing from dictation is fully recognized as one of the best means of making the pupils proficient in spelling and punctuation, and preparing them for a thorough acquaintance with the structure of their own language. Having found the practice of phrase spelling to be a valuable introduction, and auxiliary to this important branch of education, Inspector has for many years been recommending a trial of the exercise to the teachers. His suggestion has been acted on in most of the schools in the district and with satisfactory results. The children by this means have become more familiar with the spelling of words of common occurrence, which formerly were passed over on account of their simplicity, but in which, notwithstanding, they were exceedingly liable to make mistakes.

Grammar.—There is a marked improvement in this branch. More attention is being given to fundamental principles, and thus an intelligent knowledge of the subject is being gradually secured. A thorough acquaintance with the declension of nouns and pronouns, and the conjugation of verbs, can be acquired without any great sacrifice of time by pupils so far advanced as third or fourth class, and without this all attempts at syntactical parsing can only serve to bewilder and confound. The rules of syntax, too, should be committed to memory, and the pupils should be always required to apply and repeat them in correcting the sentences subjoined to the section on syntax in their text-books, and when engaged at their parsing exercise. This course is now very generally followed here. The teachers, however, do not devote sufficient attention to derivation, and to the grammatical analysis of sentences; and the cases are very rare in which they give to composition that place in the educational course which its importance demands.

Geography.—This branch is fairly attended to by a good many teachers. It is true there are some who have no aptitude for teaching it. The questions they ask and the knowledge they convey being of a haphazard, unconnected, and uninteresting character, are not calculated to fix the attention or to leave any permanent impression on the youthful mind. There are others, however, who are more skilful, and who have little difficulty in bringing their pupils up to the requirements of the school programme. Text-books are pretty generally used in the senior classes, and the instruction at the daily lesson being addressed to the eye as well as to the ear, by constant reference to the large maps, a pretty extensive acquaintance with local geography has been the result, the outline of the various countries and their relative position being fixed definitely and distinctly on the minds of the children.

District 23, Cavan; Mr. MacCreanor.—*Reading* (including oral spelling and explanation).—Improving, but not to the extent desired. Reading must be more sensibly and effectually taught before much improvement can be effected in grammar. Home lessons and useful progress in every branch depend in a great measure on reading, except, perhaps, penmanship and oral arithmetic.

Penmanship.—Improving generally, but teachers do not in many cases set the example that they ought, by cultivating this branch themselves with due care and neatness.

Arithmetic.—Little reason to complain of the management of this branch at present, save in a fraction of the schools, in which everything appears backward and unsatisfactory. It has not been taught enough from books in many cases in National schools, as the black-board seems to be very often misused and made an instrument for lazily and perfunctorily getting over the lesson, by giving one question to a whole class, the members of which, perhaps, belong to different grades or rules, and thus the carelessly disposed find extensive opportunities for copying, &c., without any trouble or mental exertion in the way of revising or studying rules, tables, examples, &c. The sale of Table-books should be forbidden, and let small arithmetics, or some arithmetic, be sold instead, as everyone requires an arithmetic, and every arithmetic contains the tables. By this arrangement the small arithmetic would then only cost a penny—allowing a halfpenny for the tables—and then

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each could follow his own progressive course. The one question to the whole class should be only adopted for examination or special purposes.

Writing from Dictation.—Last year's observations on this head must remain unchanged. Due preparation, care, and accuracy are wanting on the part of a great majority of the teachers for giving instructions in this branch, so as to secure progress, efficiency, and satisfaction.

Grammar.—It is not generally well taught. It cannot be improved successfully in many of the schools until greater accuracy in reading be secured, and this requires more time from the Inspector than he can give to it under present circumstances and arrangements. In teaching reading in the Second Book and Sequel, it is necessary that the pupils be instructed *to understand* the distinction between dividing clauses, &c., that should not be divided, and the effect of reading such properly from stop to stop. They would soon under such instruction become sensible of the subject, the verb, questions of time and other circumstances, that would give them an intuitive knowledge of syntax long before they touched on that subject. They would thus from an early stage understand much of what they read with little or no explanation, and this, in reading rules, definitions, &c., would be of vast importance.

Geography.—Geography is seldom really taught as it ought. Outlines and general features not yet sufficiently attended to, and the object lessons—like the dictation exercises—are not duly prepared and arranged by the teachers in general.

District 24, Bailieborough; Mr. Bole.—*Reading* (including oral spelling and explanation).—The pupils in the higher classes are generally found able to read with considerable accuracy, so far as the mechanical element of reading is concerned; and there are a few schools in which the reading is both animated and expressive. In the second and sequel classes was found the greatest amount of inaccuracy in reading during the past year. The same classes are the most deficient in oral spelling. Inspector has carefully directed the attention of the teachers to these defects in these classes at the several inspections of the schools in which they were observed, and is sure that they will endeavour to have them remedied. Explanation is generally very fairly attended to. Classes are not often found ignorant of the meaning of the most important words in the lessons which they have read.

Penmanship.—In most of the schools the penmanship is not by any means so good as could be desired. There are, however, fewer instances than formerly of copy-books kept in a slovenly manner, and disfigured by erasures and torn leaves. There is also an increasing number of schools in which the writing is really good, and the instruction given in this branch successful. While so many of the teachers are themselves not good writers, and while their head-lines are the models which the children are to imitate, it is not to be expected that a high degree of excellence will be generally attained. The pupils do not think of excelling the writing of the teachers, and those of the latter who do not themselves write well are prone to be content with a low standard of perfection in the pupils. As in former years, it is observed that teachers who are themselves really good writers pay more attention to the instruction of their pupils in penmanship, and attain much more satisfactory results than others in the teaching of this subject.

Arithmetic.—This subject has been receiving an amount of attention suited to its known and acknowledged importance, and in most of the schools is very fairly taught. There have been but few schools in which there was any serious defect in the instruction of the pupils in arithmetic, the classes being generally up to the requirements of the programme in this branch. Inspector has, during the past year, been labouring to impress on the teachers the importance of paying much attention to the instruction of their junior classes in the addition, subtraction, and multiplication tables, and of making them expert in calculations in the simple rules, and has always found that where this direction has been carefully attended to, there has been much less difficulty in instructing the pupils in the higher rules, and they become more expert in the correct working of accounts during all their future course of instruction.

Writing from Dictation.—The instruction given in this branch is generally very satisfactory. It is a subject never found wholly neglected, and it is, perhaps, on the whole, more successfully taught than any other. It is rendered more effective by the practice almost universally adopted of teaching spelling to first and second classes, by the dictation of the words in groups, and having them spelled collectedly: this forms an admirable preparation for the subsequent instruction in writing from dictation, which is introduced all over this district so soon as the pupils are advanced into sequel classes. In the higher classes in many of the schools the dictation exercise is frequently executed on paper, and in a few schools composition is very fairly taught.

Grammar.—Grammar is in general very fairly taught. The classes whose course of instruction in this subject does not extend beyond being able to distinguish the parts of speech, are in most cases found fully equal to the standard of proficiency laid down for them; the failures are generally in the classes which are taught to parse syntactically. Still, there is an improvement discernible in the proficiency in grammar; a considerably larger per-centage being this year able to distinguish the parts of speech correctly, while the proportion able to parse syntactically remains almost exactly the same as last year.

Geography.—There are more instances of defects calling for special notice in this subject

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than in any other. This arises, in a large measure, from a disinclination on the part of the parents in many places to have the time of their children spent in learning geography, the importance of which they do not appreciate, while they are more desirous that for the limited time which the children are able to spend at school they should make as much progress as possible in the more essential branches of reading, writing, and arithmetic. Part of the failure in this subject is also owing to the teachers' not contriving to make the subject so interesting as they ought. Where geography is properly taught, the opposition to it is found to cease. There has been much improvement in this subject in the good schools of the district: the per-centage of those acquainted with a general course of geography is much higher than last year. The lower per-centage of those acquainted with the map of the world only does not indicate any falling off, but is to be explained by the fact that at almost all the inspections during the year the first-class pupils were included among those examined in this subject, whereas in former years this class was, in most cases, omitted.

District 25, Drogheda; Mr. J. Molloy.—*Reading* (including oral spelling and explanation).—In almost every school the pupils can read an ordinary passage in their respective lesson books with ease and intelligence, and explain the substance of the lessons. The junior classes are practised daily at oral spelling, and are much improved in this respect.

Penmanship.—In some of the schools where this branch did not appear to receive that careful supervision on the part of the teachers which its importance demands, Inspector endeavoured to effect an improvement, and with some success, by marking the date of visit on the specimens submitted, and requiring the copy-books to be preserved and produced at next inspection, so as to afford an opportunity of judging of the teachers' and pupils' attention in the interim.

Arithmetic.—Arithmetic is well taught in many, and fairly in all schools; but the pupils are not sufficiently exercised in the rules they have previously learned, so that, it is not unusual to find a class failing in reduction or proportion, though quite competent to work questions in fractions, interest, &c., at which they may chance to be just then engaged.

Writing from Dictation.—Writing from dictation receives much attention, and is now almost universally practised even by the junior classes.

Grammar.—Pupils are improving in this branch, and a knowledge of the text-book is becoming more general than formerly.

Geography.—The junior classes answer very fairly in map geography, and the advanced classes in most schools are acquainted with, at least, a portion of the text-books.

District 26, Westport; Mr. Seymour.—*Reading* (including oral spelling and explanation).—The general style of reading cannot be considered bad, having regard to local circumstances and influences. The class of children forming the vast bulk of the attendance in this district having little or no opportunity of improving themselves *out* of school. The chief defects are of course incorrect pronunciation, inattention to pauses, and to the connexion of ideas. Oral spelling is not sufficiently attended to, and its correctness is often remarkably interfered with by false pronunciation, the interchange of *i* and *e*, *a* and *e*, &c. The explanation of words and phrases, so obviously necessary, is strangely and generally neglected. In some of the better circumstanced schools, however, there are readers, who for style, fluency, correctness, and intelligence could very hardly be surpassed.

Penmanship.—The progress in this very essential branch may in general be pronounced fair. In some cases it is interfered with by the want of material, and the difficulty of procuring it; in a few instances by the want of *desks* whereon to write; but more generally, however, by the absence of a suitable arrangement of the times devoted to writing, so as to make it possible for the teacher to supervise the children carefully, and see that they actually imitate their head lines.

Arithmetic.—The progress in arithmetic, as far as regards the power of working examples in the simple and commercial rules, is fairly satisfactory. The children, however, except in some of the town schools, and even in one of these, have been found rather deficient in a knowledge of the principles on which the rules proceed, or in other words, of the reasons of the different rules. This is particularly remarkable in the case of notation, in which the practice coincides with the theory, and is seen also in the difficulty the pupils often experience in accounting for the rule of "carrying" in simple addition and subtraction. It would not of course be judicious to insist on theory *before* practice; but the former is too often, as in the hedge system, entirely overlooked.

Writing from Dictation.—The proficiency in this branch is rather above the average of other subjects, but generally corresponds with that in writing. Since the circulation of the new programme in this district, which was only effected this year, writing from dictation has been introduced with the best results, down even among those of the second classes who are at all able to write.

Grammar.—In most of the rural schools of this district, and, indeed, generally speaking, this is the subject which is least known and most undervalued. In some of the very best schools, where the proficiency in other subjects is exceedingly high, the knowledge of grammar and derivation is at best very moderate; while in the remote rural districts the

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subject is looked on by the parents of the children as utter nonsense, and the teachers discouraged in every manner from devoting their time to it. Inspector considers that they are very far in the right, as the subject has decidedly the least practical value, and is never properly understood until the mind has been already extensively disciplined by general education.

Geography.—This most useful and important subject is fairly taught. The knowledge not only of general but of mathematical and physical geography possessed by the higher classes in some of the best schools is truly surprising; and the outlines of the world, and its most important political divisions are pretty fairly known. It is much to be lamented that the apathy of most of the local managers, which throws the duty of providing maps on the shoulders of the inadequately-remunerated teachers, should often prevent this most necessary branch from receiving due attention, through sheer lack of requisites.

District 27, Roscommon; Mr. O'Hara.—*Reading* (including oral spelling and explanation).—Inspector, knowing nothing of the state of education in the district prior to his arrival in it in June last, is not in a position to offer any *comparative* observations under this, or, indeed, under any of the following heads. In reading there are two leading defects frequently noticed—first, the miscalling of words; and second, the incorrect rendering of the meaning, arising obviously from the want of an intelligent appreciation of it. The former defect is an inevitable consequence of allowing the junior classes too little time for exercise in spelling and reading. Oral spelling is generally practised, and promises to result well. Explanation is judiciously attended to in only very few of the schools.

Penmanship.—This branch is, in general, only indifferently taught. There is not sufficient supervision exercised during the progress of the writing lessons. Many teachers seem to think that their duty on this point is ended when they have set head-lines. In female schools, and in mixed schools conducted by female teachers, the writing is marred by the endeavour to attain that small, pointed, angular style which most girls appear to consider fashionable. The introduction of copy-books with engraved head-lines would go far towards eradicating this latter defect; and it would also enable the teachers to devote the time which is now lost in setting head-lines to supervision of the writing.

Arithmetic.—Practical arithmetic is taught with tolerable success in the majority of the schools. In about one-fourth of them it is taught only indifferently. Except in a few schools, theoretic arithmetic receives but little attention. The *reasons* of the different operations are, in most instances, but little understood, even when the operations themselves are successfully performed. In schools where arithmetic is taught in classes, the pupils standing during the lesson, and working out the exercises dictated by the teacher or monitor, the proficiency is observed to be invariably better than in those schools where the exercises are worked by the pupils sitting at their desks, and consulting the teacher only in cases where the results obtained do not accord with the answers in the text-book.

Writing from Dictation.—This branch is, on the whole, very indifferently taught. In nearly one-half of the schools the dictation exercises are inferiorly executed, both as regards the orthography and the penmanship. It would appear that sufficient pains are not taken by the teachers in correcting the bad spelling, and in having the corrections *actually inserted* by the pupils in the faulty exercises.

Grammar.—This branch receives, perhaps, more attention than its intrinsic importance as an element in the education of the working classes entitles it to. It is a favourite branch with teachers; and though the proficiency in it has been found lower than in most of the other branches, this is owing more to its unattractiveness for children than to any want of zeal in the teaching of it. The principles of grammar are so abstract, and so entirely removed from the domain of the senses, that children may well be excused the inability to master them.

Geography.—The proficiency is lower in this than in most of the other branches. This may not be owing to neglect on the part of the teachers. Parents are not inclined, so far as can be ascertained, to provide their children with text-books or atlases, and the consequence is that the acquaintance of the pupils with geography in many of the schools is confined to a familiarity with the names of places, and with their position on the maps. The acquaintance with descriptive or general geography is very limited.

District 28, Longford; Mr. Bradford.—*Reading* (including oral spelling and explanation).—Sixty-nine per cent. of the pupils can read either First, Second, or higher books fairly. Of these, 14 per cent. read advanced books, 31 the Second Book only, and 34 the First Book. Oral spelling is pretty well attended to in the first and second classes, but in the sequel and higher classes, dictation has very much taken its place. In explanation so much has not been accomplished. From their want of general information, many of the teachers give inaccurate meanings, unless they constantly refer to the dictionary.

Penmanship.—Fourteen per cent. can write fairly on paper; 3 per cent. write with ease and freedom. This is the worst learned of the most useful branches, as it is the worst taught, particularly in the female schools. Many of the teachers themselves do not write a good hand, and most of the pupils leave school at too early an age to allow of their writing well.

Arithmetic.—Only 11 per cent. can write down accurately a number of seven places of

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figures; 41 per cent. can work a short sum in subtraction; 5 per cent., a sum in long division of money; and no more than 3 per cent. can work quickly and accurately a sum in proportion or practice. These per-centages are calculated on the *total* number of pupils found in the schools when examined. Mental arithmetic is not systematically taught in a sufficient number of schools. In many of the schools the theory of arithmetic has not received its due attention.

Writing from Dictation.—Ten per cent. write easy sentences fairly; and 4 per cent. write difficult sentences in Third or Fourth Book correctly. This appears a popular subject with the pupils here, perhaps because it gives rise to emulation and rivalry. The teachers might have given more attention to intelligently instructing their pupils, in correcting their mistakes, and making these an occasion for further instruction in spelling. The Spelling Book Superseded is not sufficiently used in many of the schools.

Grammar.—Fourteen per cent. can name the parts of speech, and perhaps parse a few easy words etymologically; 5 per cent. parse well syntactically. This is not a low per-centage when it is considered how much previous preparation in grammar is required for proficiency in it, and how much thought. The teachers in general set a bad example by speaking inaccurately before their pupils on many occasions. Most of them have yet to learn the proper use of the words "seen," "done," and "them."

Geography.—A considerable knowledge of this subject is now very general in all the schools, caused by the good supply of wall maps, and the interesting nature of the branch. Too often, however, general outlines and principal features are neglected for comparatively useless particulars, numbers, and details. The map of the world is not used so much as it ought to be. The higher classes do not get home lessons in text-books sufficiently. The teachers do not refer to the map as often as they should, when they pass through the parts of the lesson-books where places are mentioned. Fourteen per cent. know the map of the world; 5 per cent. answer well on the other maps.

District 29, Trim; Mr. Conwell.—*Reading* (including oral spelling and explanation).—Oral spelling, explanation of words, derivation, and thorough comprehension of the subject matter of the reading lessons continue to receive satisfactory attention. Compared with the results of the inspections of the ordinary National schools in 1862, out of the entire number of pupils examined in reading, there is found an improvement during the year 1863 of 2·5 per cent. able to read First Book correctly, but a decrease of 15·6 per cent. of those able to read the Second Book of Lessons correctly, and of 11·2 per cent. of those able to read the Third or higher books with ease and intelligence. Much improvement expected in this branch during the course of the year 1864.

Penmanship.—Comparing the results of visits for the past year with those of 1862, out of the 95 ordinary National schools there is found a decrease of 12 in which the penmanship is quite satisfactory; an improvement of two schools in which it is good; and a similar improvement of two schools in which it is fair. Of the number of pupils examined, there appears an improvement of 2·8 per cent. of those able to write on paper fairly during 1863, and a falling off of 2·5 per cent. of those able to write a good hand with ease and freedom. This branch, though fairly attended to, still requires increased care and supervision.

Arithmetic.—Out of the 95 schools, there has been a falling off for the past year of 17 schools in which arithmetic is fairly taught, and to a fair proportion of pupils. Of the numbers of pupils examined in 1863, there has been a decrease of 1·1 per cent. of pupils able to set down accurately any number of not more than seven places of digits, compared with 1862; an increase of 5·7 per cent. of pupils able to work correctly an exercise in simple subtraction; also an increase of 1·7 per cent. of those able to work correctly an exercise in compound division; and a falling off of 2·4 per cent. of pupils able to solve readily and correctly questions in proportion and practice. The rules for mental arithmetic, and the principles upon which they depend, are not yet taught with sufficient care.

Writing from Dictation.—The teachers have paid much attention to this important branch during the past year; as compared with 1862, there is an increase of 13 schools in which dictation is fairly taught, and to a fair proportion of pupils. Of the pupils examined, there is an increase of 3·5 per cent. able to write a sentence with tolerable accuracy; and an improvement of 9·3 per cent. able to write a rather difficult sentence with ease and correct spelling.

Grammar.—As a general rule, less proficiency is found in this branch than in any other of the whole school course. During the past year, there has been a falling off of 15 schools in which grammar may be considered to be fairly taught, and to a fair proportion of pupils. Of the pupils examined, there is a decrease, as compared with 1862, of 3·1 per cent. of those acquainted with parts of speech only; and an increase of ·7 per cent. able to parse a sentence of ordinary difficulty, and apply the rules of syntax.

Geography.—This branch does not appear to receive as much of the teacher's attention as it received in previous years. Compared with 1862, there has been a falling off in 1863 of not less than 17 ordinary schools, in which geography was estimated to be fairly taught, and to a fair proportion of pupils. Of the pupils examined, there is found, for 1863, a decrease of 3·3 per cent. of those acquainted with the map of the world only; also, a decrease of 5·8 per cent. of those familiar with the maps of Europe or of Ireland, and

the slight improvement of 0·6 per cent. of children able to answer on a general course of geography. *Appendix D.*

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District 30, Dublin, North; Mr. O'Carroll.—*Reading* (including oral spelling and explanation) not well taught in many of the ordinary day schools; explanation and examination in subject of lesson are neglected, and, consequently, the reading is deficient in expression and ease. This defect in a great degree arises from the practice of leaving the instruction of the junior classes too much to monitors, who are satisfied if the words are read, no matter how; they seldom or never attempt to explain a word or sentence, and thus the children acquire a bad habit, which no after-teaching can remove. This remark refers chiefly to the boys' schools, many of whose teachers neglect altogether the instruction of their monitors. For 1862 the per-centage able to read First Book correctly was 35·2; for 1863 it was 35·6. In 1862 the per-centage able to read Second Book was 32; for 1863 it was 30. In 1862 the per-centage able to read Third Book was 17·1; for 1863 it was only 15·4. This does not exhibit progress. However, some good schools which were included in the return for 1862, were unavoidably excluded in that of 1863. Oral spelling in general good.

Penmanship.—I had in 1862 to mark proficiency in this branch, and the improvement in 1863 was also satisfactory. In 1861, for able to write on paper fairly the per-centage was 20·5; for 1862 it was 30·5; for 1863 it was 35·1 For able to write with ease and freedom in 1861, the per-centage was only 4·6; in 1862 it was 10, and in 1863 it was 14·5. For the small angular hand hitherto so much taught in girls' schools, a rounder larger hand has been substituted; but still there are many things to be corrected—viz., too much time given to large hand; teachers in several cases do not examine the copies and mark the defects; they neglect to provide good ink, free from dust; in some schools the copies are not clean, in others not dated.

Arithmetic.—In 1860 the per-centage able to set down a sum of seven places was 32·4; for 1861 it was 37·4; and for 1862 it was 32·3; for 1863, 34·5—an improvement on 1862, but not on 1861. Able to work a sum in subtraction for 1860 was 28·6; for 1861 it was 32·1; for 1862 it was 30; for 1863 it was 31·8. Able to work a sum in division of money for 1860 was 16·4; for 1861 it was 16·2; for 1862 it was 15·4; for 1863 it was 16·6. Able to work a sum in proportion, the per-centage for 1860 was 6·5; for 1861 it was 7·4; for 1862 it was 6·3; for 1863 it was 7·2. The books chiefly used are the small work published by the Board and Thomson's Arithmetic. The Board's large work is seldom used, and the reasons in it appear to be never read by the pupils. Slate-arithmetic should be taught to the first-class children to a much greater extent; they could be easily taught to write down from dictation any number of two places; they form nearly half the attendance, and they have time to spare.

Writing from Dictation.—Dictation does not receive the attention it requires. It is usually practised on slates, and confined to the senior pupils; sufficient time is not given to the correction of the errors—the most important part of the lesson. Dictation copies, if introduced into the schools, would be an improvement. Dated, corrected, and preserved for inspection, they would afford a satisfactory proof of the teachers' efficiency. What is written on slates leaves no trace to mark the daily progress of the pupil, or the care of the teacher. The error in spelling is forgotten when the lesson is over; but what is written on paper remains to warn even the most careless against a repetition of the fault.

Grammar.—The per-centage for parts of speech only for 1862 was 41·8; for 1863 it was 41·5. For able to parse syntactically, the per-centage for 1862 was 11·7; but for 1863 it was 12·6—thus exhibiting a fair improvement in the senior classes. This branch is in general well taught, especially in the convent schools.

Geography.—The per-centage for outlines of map of the world only in 1861 was 40·7; in 1862 it was 43·4; in 1863 it was 45·9. For maps of Europe and Ireland in 1861, the per-centage was 10·6; for 1862 it was 11·5; while for 1863 it was 16·6—exhibiting a great improvement, especially in the senior classes.

District 31, Ballinamore; Mr. Kealy.—*Reading* (including oral spelling and explanation).—There has been some improvement in the reading of the pupils in most of the schools during the past year, principally in accuracy and attention to the punctuation. Much, however, remains to be done before the reading can be styled good. In several of the schools in mountainous parts of the district the teachers have great difficulties to overcome, as the children, when first entering the schools, are acquainted with very little English; many of them have been very successful, taking this circumstance into consideration. Oral spelling is in general well taught, and in 80 per cent. of the schools the children can explain the subject-matter of their reading lessons very fairly.

Penmanship.—This branch is unskilfully taught in the majority of the schools. The usual practice of the teachers is to write a head-line in the books, and permit the children to copy it as well as they can, the former exercising little or no supervision. I have observed the best writing in schools where the engraved head-lines were used, and instruction conveyed by means of the black board. This branch is however fairly taught when the teachers write an excellent hand themselves, but not so well as in the former manner. The parents and children always prefer the head-lines set by the teacher. Very few teachers have any theoretic knowledge of the subject.

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General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

Arithmetic.—The proficiency of pupils in this subject is generally fair, seldom bad, and in some instances remarkably good.

Writing from Dictation.—Writing from dictation is always taught to pupils of third and higher classes, frequently to those of sequel, and in a few instances to those of the second class, and with very fair success. It is rare to meet with a fourth-class pupil who cannot write with considerable accuracy a difficult passage selected from the Third or Fourth Book of Lessons read twice. The exercise is generally neatly and expeditiously executed; the greatest defect is the want of punctuation. Of course there are a few schools in which this subject is badly taught.

Grammar.—As regards the number of pupils learning grammar, and able to parse a simple sentence, and distinguish the parts of speech, this subject receives fair attention; the parts of speech, however, are almost invariably learned by rote, and only in the best schools are there any pupils who could parse a complex sentence. There is a slight improvement within the past year.

Geography.—This subject is taught to a fair number of pupils in all the schools. Little progress is made in general, particularly by pupils in the rural schools. Parents frequently dislike this subject, and consider it useless, and consequently are unwilling to procure text-books; hence the instruction is principally confined to lessons on the maps, and the proficiency attained is usually just sufficient to indicate that the requirements of the school programme have been attended to. Pupils are seldom accurately acquainted with the relative sizes of different countries; they generally know the answers, but apply them incorrectly; for example, the dimensions of Europe and Ireland are often confounded.

District 32, Tuam; Mr. M'Sweeny.—*Reading* (including oral spelling and explanation).—A comparison is instituted between the proficiency in 1862 and 1863, in reply to the information required under this head:—

	1862.	1863.
Able to read the First Book correctly,	14·9	19·3
Able to read the Second correctly,	32·3	36·4
Able to read the Third and higher with ease and intelligence,	10·8	11·3

The proficiency is progressive, and the reading plain and intelligent.

Penmanship.—

	1862.	1863.
Able to write fairly,	34·0	42·5
Able to write with ease and freedom,	9·6	9·5

Arithmetic.—

	1862.	1863.
Able to work a sum in subtraction,	50·8	53·4
„ „ in division of money,	25·1	24·5
„ „ in proportion and practice,	11·6	11·5

The progress in this branch is moderate; it is one of those that has always been studied with care.

Writing from Dictation.—

	1862.	1863.
Able to write a sentence with tolerable accuracy,	25·0	15.5
Able to write a sentence with ease and correctness,	7·4	3·6

This is the only branch in which progress has not been made.

Grammar.—

	1862.	1863.
Acquainted with parts of speech,	24·9	24·8
Able to parse syntactically,	5·3	5·5

The proficiency is about the same in 1862 and in 1863.

Geography.—

	1862.	1863.
Acquainted with outlines of the World only,	30·6	24·9
Acquainted with Europe and Ireland,	8·0	21·4

The progress in this branch is considerable.

District 33, Mullingar; Mr. D'Arcy.—*Reading* (including oral spelling and explanation).—Reading, penmanship, and arithmetic are three branches, a sound proficiency in which ought to be of primary importance in all schools for the lower classes. The programme of education in National schools may, and does, properly, embrace a much higher standard, but in the attention given to other subjects it must never be forgotten that for all practical purposes of life a moderate skill in elocution, penmanship, and arithmetic, and some knowledge of geography, is all that can be hoped to be afforded to the artisan and labourer.

Appendix D.

General Observations as to proficiency of Pupils found in attendance at inspections made during the year.

The average age of the pupils who attend the schools is only nine years; the average age of children at entrance is about seven; and at leaving, finally, about ten. The attendance during these three years is nearly always irregular, owing to causes over which the teachers can have no control. Such being the case, there cannot be expected much from either teachers or pupils; and Inspector has ever been careful to impress on the former the paramount importance of attending to those branches of education specified, and not ineffectually. During the past year, improvement is recorded in the mode of teaching reading, and in the proficiency of the pupils. The teachers are more careful to attend to explanation both of words and lessons, and so, by making the child understand it, give him an interest in what he learns. The great faults of indistinct pronunciation, and disregard of punctuation, from which the best grammar schools are seldom if ever wholly free, are less prominent than they have been, which is owing to the exertions of the teachers, and not to any increased diligence on the part of the pupils. The children examined have exhibited a fair proficiency in oral spelling and explanation of words.

Penmanship.—This important branch is better taught in the female than in the male schools; and, in truth, with a few exceptions, it is only in the female schools that a suitable proficiency is at all reached. It is absolutely necessary that to write well a good mercantile hand, a boy should have attained a fair skill in large round writing, which is impossible unless he can procure good copy-lines. For these he has to depend solely on his teachers, whose faults—and the teachers seldom write large hand even fairly—he then imitates equally with their perfections. To remove this difficulty it has been, more than once during the last few years, suggested to the Commissioners that their copy-books should be supplied with engraved copy-lines, such as are used in the schools of the Christian Brothers, whose pupils attain a much greater perfection in the art of writing than is possible for the boy educated in a National school to reach. This suggestion, it is hoped, will soon be acted on, and, no doubt, its adoption would effect a great and immediate improvement in the proficiency of the pupils in this most important branch of a primary education.

Arithmetic.—But a small proportion of the children in the schools in this district obtain a knowledge of the higher rules of arithmetic. Only 9 per cent. of the pupils examined can solve questions in proportion or practice. This is so, because to comprehend and master these operations of arithmetic requires a more diligent study, and more regular attendance at school than is usual among the children of the labouring and farming classes, and a more mature understanding than that of a child of ten or eleven years. Under these circumstances one must be satisfied, if the pupils are well taught the fundamental rules of arithmetic, and to keep accurately small accounts. In the proficiency of the pupils in these operations since last year improvement is to be recorded. In report for the year 1862 there was returned, as able to work correctly a sum in subtraction, a per-centage of 43·7 of the pupils examined in arithmetic, representing 1,046 children in 101 schools; the corresponding return for 1863 shows a per-centage of 50 of the pupils examined, representing 1,326 children in 100 schools—an increase which is most satisfactory; in last report there was returned, as able to work correctly a sum in division of money, a per-centage of 22 of the pupils examined; a similar return for year 1863 exhibits a small increase of 1·5 per cent. There is, however, for the year 1863, as compared with 1862, a decrease of thirty-seven in the number able to work correctly sums in proportion or practice, which, however, is not of much account, because, while the attendance of pupils remains nearly the same, the numbers in the advanced classes will always fluctuate about a certain standard.

Writing from Dictation.—Inspector has been very careful to urge the teachers to pay every attention in their power to this most important branch. There is much improvement to be recorded during the past year. In report for 1862 there was returned, as able to write a sentence fairly, a per-centage of 60 of the pupils examined; whilst in the year 1863 a per-centage of 78 of the pupils examined attained a like proficiency. This increase is, however, not so satisfactory as one might at first suppose; because, whereas in the year 1862, 1,066 pupils were examined in dictation in 101 schools, in the year just expired only 870 were examined in 100 schools; so that while a higher proficiency can be recorded in the dictation classes during 1863, than was attained by the pupils in the preceding year, there was a decrease of upwards of 150 in the numbers learning this branch throughout the district. At the same time there was an increase of fifty in the number of pupils able to write dictation fairly during 1863, as compared with the previous year.

Grammar.—The pupils seldom attain a high proficiency in grammar. Perhaps there is no subject embraced in the educational programme which requires more earnestness and care on the part of the teacher, and more assiduous attention and perseverance on the part of the pupil—on the one hand to impart, and on the other to obtain, a sound knowledge of the rules of grammar, and a facility in their practical application. It is therefore in only the very highest classes, among the oldest pupils, and in the schools under the charge of the best teachers, that anything like a high proficiency in grammar is to be looked for. This fact accounts for the smallness of the number of pupils who are able to parse syntactically. It is only from the fourth and fifth classes that the programme requires such a knowledge of the rules of syntax as will enable them to parse a simple

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sentence, and only 414 of the 7,339 pupils on the rolls in this district, on the 31st of last December, belonged to these classes. In the proficiency of pupils in the elements of grammar there is much improvement during the past year. In report for 1862 there was returned as acquainted with the parts of speech only, a per-centage of 31 of the pupils learning grammar; the returns for the past year exhibit an increase in the per-centage of 9·9, representing an increase of 236 pupils. This result is most gratifying, because, however one might wish to give the pupils a sound and thorough knowledge of grammar, circumstances preclude the possibility of teaching more than the elementary rules, which is as much as would be useful to the classes of society for whom the National schools are intended.

Geography.—Geography is a study which children pursue with a pleasure which is, perhaps, unknown to them in any other branch of their elementary education. The beautiful maps provided by the Commissioners immediately fix their attention as firmly as would a pretty picture, and when the teacher asks his class of little children a question as to the position of some locality on the map before them, an emulation and earnestness is excited among them which none other of their studies can call forth. Children are also fond of collecting together in their idle hours and endeavouring to puzzle one another with questions on the large maps around which they assemble. The necessity of attending to this branch of education has been carefully impressed upon the teachers, and the result has been increased diligence on their part, and a great improvement in the proficiency of their pupils. In former report there was returned, as acquainted with the map of the world only, a per-centage of but 56 of the pupils examined in geography; while for the year just expired there was a per-centage of 73 of the pupils examined in this subject, representing an increase of 604 pupils. Finally, in the proficiency of the children in the different branches, there has been, on the whole, a steady and satisfactory improvement.

District 34, Galway; Mr. Wilson.—*Reading* (including oral spelling and explanation).—The reading is, on the whole, perhaps, more accurate, but is not much improved in style. The teachers are not good readers, and as reading is very much an imitative art, the pupils, therefore, cannot be expected to excel in this department. Oral spelling of words and phrases receives fair attention. The matter of the lessons is not explained in an intelligent or interesting manner, and is but imperfectly remembered. The mass of teachers lack that fund of information necessary for their proper illustration.

Penmanship.—There is little if any improvement in the penmanship, owing to the defective supplies and bad quality of the stationery, to the fact that few teachers are good penmen, and to the want of good head-lines. Even though a teacher wrote well, copy-lines would be found useful as economizing his time. A more stringent rule should be applied in the case of candidate teachers in regard to penmanship, as it is vain to expect pupils to learn to write well under a teacher who writes badly.

Arithmetic.—The answering in arithmetic shows a marked improvement. Teachers, however, are not practical in the exercises they give their classes, nor do they insist upon neatness and despatch.

Writing from Dictation.—The progress in dictation is much less favourable this year than last, yet there does not seem to have been any diminution in the time devoted to this branch.

Grammar.—The pupils' knowledge of grammar is not very great. An extremely small proportion of them on leaving school can parse a sentence or write a letter without blunders. Teachers seldom trouble themselves to correct the grammatical errors occurring in the children's conversation.

Geography.—In former reports the reasons why the teaching of geography is so defective have been dwelt on. The mechanical and uninteresting nature of the geographical lessons arises from the want of information on the teachers' part as to the history, manners, customs, productions, and physical features of the countries treated of. There is an entire absence from the Board's list of suitable books on these and kindred subjects.

District 35, Loughrea; Mr. Simpson.—*Reading* (including oral spelling and explanation).—The reading is generally sufficiently fluent, and in 75 per cent. of the schools it is more or less intelligent; but in only ten out of the entire number can the grouping of words, time, accent, and pronunciation be said to be duly attended to. The errors in this branch may be traced to bad method of teaching in the first class (the members of which are often made to *spell* the entire book over, perhaps more than once before being put to read, and then taught to pronounce each word with a pause between), to incorrect taste, carelessness, and vitiated ear on the part of the teachers, and to irregularity of attendance and out-of-school influences on the pupils. Phrase-spelling has been practised with good effect during the year. The junior classes have particularly benefited by it, and I think subject-matter of lessons has received greater attention than in 1862.

Penmanship.—The penmanship is not satisfactory. But 12 per cent. of those examined can write sufficiently well for correspondence of the simplest nature, the copy-books are carelessly preserved, and clearness and legibility not inculcated. The necessity for attending more to this branch has been impressed on the teachers during the past year, and such directions have been given them as particular cases required.

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Arithmetic.—This useful branch receives due attention and prominence; however unhappy the method of imparting instruction may be in many instances. The junior classes are, as a rule, up to or above the standard of programme, and in practical arithmetic the seniors are fairly proficient. The greatest defect observable in the teaching is the too general neglect of the *explanation of theory*. During the past year the notice of the teachers has been particularly directed to this, and they have been urged to ground well in theory, and exercise repeatedly in fore-learned rules.

Writing from Dictation.—This has been much more generally taught than last report exhibited. In almost every school, all, from senior draft of second up, have a daily exercise in this, and in no other branch can there be reported so marked an improvement.

Grammar.—A fair proportion of the pupils, of those examined in grammar, answer satisfactorily on the parts of speech, and 12 per cent. parse syntactically. Yet *grammar* cannot be said to be satisfactorily taught. The very pupils who parse correctly compound tenses, and exhibit, under examination, a full acquaintance with the text-books in use, when left to express themselves, either orally or in writing, fail in the construction of the simplest sentence, and, especially in conversation, lapse into the grossest violation of rules.

Geography.—In all the schools attention is given to this subject, but in very few is there a general thorough knowledge of anything connected with it beyond the pointing out of places, or repeating a paragraph or two of the text-book. Instructions have been given for the more extensive teaching of the more useful division of this branch.

District 36, Parsonstown; Mr. M. FitzGerald.—*Reading* (including oral spelling and explanation).—There has been but little improvement in the reading during the past year. Greater accuracy and more distinct enunciation have been doubtless secured in the lower classes; and it is to be hoped that the effect of this will, in due course, make itself felt in the greater fluency and expressiveness of the style of reading in the higher; but ordinarily good reading, such as is commonly found among the middle classes, is still practically unattainable in the majority of schools; and will, it is feared, continue so while the only practice in reading which the children get is that in the school-room. It is only by varied home-reading that expertness is acquired; and with the majority of the pupils of the ordinary National schools this is out of the question. One must rest satisfied if the children can be taught *how* to read; so that when leaving school they may be able to read an ordinary narrative, if not with ease or pleasure to themselves, at least without difficulty. Such an amount of knowledge the children of the fourth and higher classes always, and those of the third class generally, possess; and it may safely be said that any children remaining at school until they have spent a year in the third class, acquire so much of the art of reading as fulfils this condition. Of course, a great many do much more than this, but the latter observation refers to the average. Tested by this standard, reading is effectively taught in over two-thirds of the schools of this district.

Oral spelling continues to be successfully taught. Phrase-spelling, as a preparation for writing from dictation, receives due attention.

In explanation, whether of words or passages, no change appears. In very few schools can the children explain, in their own language, the meaning of what they read; while in many it is more than doubtful if they understand it themselves. There appears no prospect of improvement in this respect, except in making explanation—or the art of explaining—a special and prominent subject of instruction for the teachers in training.

Penmanship.—There is a moderate amount of improvement observable in the penmanship during the year; but there are still very few schools in which it is well taught. It seems strange that in a branch of education almost purely mechanical, so little should be done to improve the mechanical appliances placed within the children's reach. Indifferent paper, bad pens, unsuitable head-lines, and no blotting paper, are the tools with which teachers, generally poor writers themselves, and with no time for personal supervision in the great majority of schools, are expected to make good writers of boys and girls who attend school, on the average, but three days in the week. There is no subject of the school programme in which the Commissioners have it in their own power to effect so much improvement, at a moderate additional outlay, as in penmanship.

Arithmetic.—The proficiency in arithmetic, again this year, presents a satisfactory amount of progress. So far as the mere working of sums in the different rules is concerned, the requirements of the school programme, under this head, are well realized; but the practical application of arithmetic to the business of everyday life has not hitherto received sufficient attention.

Writing from Dictation.—Writing from dictation continues to be carefully and successfully taught. As a general rule, the pupils of third and higher classes write passages from their lesson-books with great readiness and accuracy. Respecting the junior classes, it is useless to put them to write from dictation until they have acquired sufficient skill in penmanship to enable them to write without pausing to think how every other letter is to be formed. Even copying from printed books, however useful as an exercise in writing, does not seem a good introduction to writing from dictation. Phrase spelling, extending over a page or two, appears by far the most suitable preparation; combined with a moderate amount of copying, it is certainly the best.

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Grammar.—There is but a slight improvement in the proficiency in grammar during last year as compared with 1862; nor can it be said that the smallness of the number proficient is counterbalanced by a more extensive and intimate acquaintance with the principles of grammar. It must, however, be borne in mind, that the second class, which is not expected to know more than three parts of speech, including the article, is reckoned in the number examined.

Geography.—The proficiency under the lowest head of geographical knowledge, viz., "Acquaintance with outlines of map of world only," remains apparently the same as in 1862; but under the more advanced heads, there is a considerable improvement. Inspector takes this opportunity of offering a suggestion which occurred to him during the year, namely, that corresponding outline maps, of the same size as the detailed ones, should be pasted or printed on the backs of the large maps now in use; so that the teacher by merely turning the map, would have the outlines always at hand, for the purpose of examination. It also seems desirable that the *railways*, which are fast superseding the *rivers* as means of internal communication, should be laid down; at least on the maps of England, Scotland, and Ireland.

District 37, Maynooth; Mr. MacSheehy.—*Reading* (including oral spelling and explanation).—Having been prevented by the manifold interruptions incidental to a change of district, and also by illness, from completing the statistical portions of his report, until long after the date appointed for its completion, Inspector is obliged to forego any generalization of the results obtained on examination of the scholars.

District 38, Dublin, South; Mr. MacDermott.—*Reading* (including oral spelling and explanation).—Reading and spelling very fair, that of the sequel, third, and fourth classes in general, very good; especially when it is considered how fitful is the attendance, and how short the time that the straitened circumstances of the parents of the pupils, allow them to remain at school.

Penmanship.—The preceding remark applies with equal force to penmanship; however, if the children excel in any, it is in this branch, and in which they eminently surpass children of their age in *Pension* schools, notwithstanding all the appliances the latter enjoy. Writing of many of the children of the National schools has been seen which may well be termed excellent; a fact that, from all that can be learned, cannot be said of those of the more favoured classes.

Arithmetic.—The junior classes know the arithmetical tables; the sequel and third classes know fairly the "compound rules;" the fourth class may be said to know "practice" well—a rule, to the early adoption of which the attention of the teachers has long been directed, in consequence of its general practical utility.

Writing from Dictation.—Those of the sequel class write from dictation tolerably well; while the third and fourth classes may be said to be very good in this species of writing; this, with but few exceptions.

Grammar.—Fair. Generally speaking the girls excel the boys in this branch of instruction.

Geography.—Fair.

District 39, Tullow; Mr. Mitchell.—*Reading* (including oral spelling and explanation).—The reading is on the whole very fair throughout this district, though there is *no one* school in which it can be called quite satisfactory. The pupils are improving generally in oral spelling; and Inspector has, throughout the period of his stay in the district, laboured hard to effect a like improvement in explanation. This improvement is very much wanted. In nearly all the schools a due share of *time* is given to explanation; but it is not, in too many cases, taught intelligently or judiciously. Inspector has especially aimed at making the teacher get out the meaning of a difficult or uncommon word in the *child's own* homely language, and in connexion with the *context*.

Penmanship.—Writing, as a rule, not satisfactory, owing to the want of careful supervision of the pupils' efforts while at this branch. As remarked last year, the want of a *continuous* supply of writing requisites also interferes, in many cases, with the proficiency in penmanship.

Arithmetic.—There are eleven schools more this year than last in which arithmetic is fairly taught, and to a fair proportion of the pupils. Generally speaking, notation does not receive sufficient attention. There are three or four girls' schools, otherwise well taught, in which the answering in arithmetic is exceptionally bad.

Writing from Dictation.—In this branch progress has been made, though not much, since last year.

Grammar.—Remarks of last year on this subject must be repeated. It is only in schools under teachers of highest class (and not even in all of those) that grammar is well taught.

Geography.—The answering of the pupils in geography would appear to contrast unfavourably with the answering in the same subject last year. It may be that Inspector has *involuntarily* made the test of knowledge somewhat more severe of late.

District 40, Wicklow; Mr. Mahony.—*Reading* (including oral spelling and explanation).—On former occasions Inspector has fully pointed out the characteristic defects in the reading,

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with the several causes to which they may be traced, so that it remains only to note some special facts in connexion with it. 1. The per-centages of correct reading this year are nearly the same as last year; and the per-centage of the best style of reading is much greater this year; but as the proportion was taken last year of actual readers only, previously to the 22nd July, whereas it was taken this year of all, even not excepting those in the alphabet, the proportion of correct readers this year is greater, and that of reading of a better kind is greater still. Apart from ascertained numerical results, there are fewer cases of positively bad reading, and it has become more rational and intelligible. 2. Exaggerated notions sometimes prevail about the number of nominal and not actual readers. There may be some who have been reckoned as not able to read the First Book correctly, and who yet could do so, but failed from timidity or some other cause. All who are set down as being able to read under any one head or another have given positive proof of their ability in one or other respect; but some who have not given such evidence may be able to read nevertheless; and it has been ascertained that little more than 27 per cent. are not actual readers. The proportion may be less, but certainly not greater. Perhaps 25 per cent. would be a more correct estimate. If so, it is no cause of reproach that, with children of an average age of nine years and a-half, and nearly one-fourth under seven, about three-fourths of them are actual readers, although the attendance of the present year —being 54 per cent. of the number on the rolls—plainly shows that many of them are oftener absent than present; and it is well known that no acquisition of knowledge is so injuriously affected by absence as that of learning to read. 3. During this year special attention has been given to the practice formerly observed of lessons not learnt to be read, but got off by rote. The result is, that if it were required to discover an inefficient school, and above all where the inefficiency arose from a teacher's culpable neglect, by one test only, the practice of seeming to read, when lessons are in fact committed to memory by a common rehearsal, is the test which should be applied. It is a defect which will never be found to exist alone, or rather every defect of negligent teaching will be found in its train. The only corrective of such a habit is so to enlarge the number of reading lessons that when they will be too many to commit to memory the habit must be given up. Nothing new is to be added on the subjects of spelling and explanation, except that the last named is precisely that in which want of skill is most universal, and least likely to be remedied. Looking to the mere essentials of popular education—that a people must be taught, not only to read, and write, and calculate, but also to think and reason; and that, except in the matter of arithmetic, there is little exercise for reflective or reasoning capacity but in understanding the subject-matter of what is read; the want of such comprehension is the worst defect in National school instruction, and the want of ability to develop it is what is needed most to be supplied in the education of teachers themselves.

Penmanship.—There is a fair increase in the per-centages both of satisfactory and of superior writing. Improvement is to be observed not only in the increase of good writing, but in the decrease of what is positively bad. Still the general proficiency in the subject is by no means satisfactory, especially in boys' schools, and often in those of a better kind. Fault is generally found with the copy-books supplied from the Stationery Office. Of late years they have been of a softer texture and less polished surface than formerly, and consequently worse adapted to the steel pens which have already come into almost universal use. Some schools have ceased to use those copy-books altogether; and the writing in these schools is improved. In one school where the writing was faulty, copy-books produced by private enterprise have been introduced this year; and whether in consequence of these, or that the teachers, to sustain a theory, took more pains in the matter, the writing has become rather creditable. A better description of pen has come into general use of late; but though better, it is still unsuited to the soft unpolished paper of the Stationery Office. On no subject, at least in recent years, have observations been made so often, and by so many, in official reports, as that of penmanship; which proves the general concurrence of opinion that better provision is needed for its effective teaching.

Arithmetic.—If much value attached to the ascertained per-centages in arithmetic, the higher results attained this year would lead one to infer a decided improvement; but it is believed the general proficiency is neither better nor worse; it is in most cases satisfactory. The subject is begun at an early period, and continued with uniform and steady progress. Much of its success is owing to the early attention given to it, and to the teachers themselves being more proficient in it than in any other subject. The mode of instruction, however, is seldom rational, or affording any exercise of inductive capacity; and calculations of any length are often provokingly slow. As a practical matter the teaching of arithmetic has the merit that whilst most of those who reach the advanced classes have acquired a knowledge almost enough for any pursuit, those who are obliged to leave before they have half completed the usual school course, and who carry with them little else besides, are fully able to go through any calculation which the exigencies of their future career may require, in buying and selling, calculation of wages and assessments, or any of the other transactions in which the agricultural and humbler trading classes are engaged.

Writing from Dictation.—Although fault is sometimes to be found with it, there is perhaps no subject so generally well taught as writing from dictation. The increase of those who are able to write with tolerable accuracy is considerable in relation to former years. The proportion of the very best has not increased to the same extent, chiefly

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because an unusual number of the more advanced pupils have dropped off this year. Scarcely has there ever been occasion to complain of really bad proficiency, and seldom even of indifferent proficiency. Little more than one-fourth of those examined within the year could be said to have made serious mistakes; and when it is considered that so many had only recently commenced the exercise, it must be eminently satisfactory to have found that nearly three-fourths could write from dictation in a presentable or creditable manner.

Grammar.—Grammar continues, as in former years, tolerably satisfactory in the elementary portion required from the lower classes, and occasionally fair, but generally not above mediocrity, in the higher. As regards this latter class, the defects continue to be—(1) imperfect analysis of sentences; (2) want of perception of defects of language which are not mere solecisms. In these respects most teachers are singularly deficient. Looking merely to the technicalities of grammar, they overlook its practical agency and object.

Geography.—In this subject, more especially, there is little improvement, either as regards a knowledge of the subject or the numbers of those who have acquired a fair proficiency in it. The third and fourth classes are generally middling, the others very indifferent. It is apprehended that the subject is too often taught, even such as it is, merely to save appearances. It was scarcely ever taught in those schools which supplied education to that class of pupils who form now the chief attendance in National schools. Its practical value is not felt. Confined formerly to schools of a higher class, it continues to be regarded rather as an accomplishment for the rich than a necessity for the poor. And though it continues to be taught, because it must be, it is taught under a sort of protest, and out of deference to the authority which imposes it; but there seems little heart in the teaching of it. That a subject the most interesting in the whole school course is the worst taught, and the least known, can scarcely be accounted for otherwise.

Extra Branches.—Subjects out of the ordinary course seem rather to have declined during the past year. The advanced classes generally have fallen off in comparison with the previous years. Comparatively few, and those only in two or three schools, have been learning any higher science than mensuration, three or four books of geometry, and the elements of algebra. About ten schools have small classes in book-keeping. Agriculture is confined to one ordinary school. Vocal music continues to be taught in the same number of schools as mentioned in last year's report; drawing is confined to one; needlework is taught in all the female schools, and in ten other schools which have workmistresses or female teachers—but in some cases it is taught in name only, and scarcely ever with a high degree of success, chiefly because there are few local parties who encourage it, and because female children are withdrawn from school at such an early age. Extra subjects, whether in male or in female schools, or in both, are practically inconsiderable.

District 41, Portarlington; Mr. Graham.—*Reading* (including oral spelling and explanation).—The reading generally is unsatisfactory. The pupils read glibly enough; but without distinctness, expression, or an intelligent conception of the subject treated of. Oral spelling is fairly taught. "Explanation" is most unsatisfactory. The general subject of the lesson books appears to be carelessly explained, and that frequently in language not understood by the pupils. Children are not required to explain what they read in their own words, so as to show that they comprehend what they read. Pictorial tablets, object lessons, and this class of teaching, which would tend to simplify the teacher's work, and to impress the lessons of the books on the minds and memories of the pupils, have been much neglected.

Penmanship.—Unsatisfactory. Pupils write copy after copy without any visible sign of any superintendence. Copies require to be corrected by teachers and duly dated. The *desideratum* in all cases should be a bold, free, mercantile style.

Arithmetic.—On practical questions pupils fairly come up to the programme, and the work is generally neatly executed; but few pupils can fairly work questions beyond interest, and even these frequently fail in explanation of rules and terms connected with the theory of the questions put to them.

Writing from Dictation.—Writing from dictation, as regards neatness, accuracy, and despatch, is fairly satisfactory; but pupils are frequently unacquainted with, or neglect due attention to, punctuation.

Grammar.—Grammar is very fairly taught, and pupils in advanced classes are fairly able to apply the "rules" for each exercise. In the junior classes the pupils call out each part of speech in the sentence, giving in each case their reason for the selection made, and generally intelligently and successfully.

Geography.—This, the most popular branch of education, is generally the worst taught, Mathematical geography is much neglected. The radical defect appears to arise in the outset. Instead of teaching fully the cardinal points—the definitions, the forms of the different projections of land and of the inlets of the ocean, young children are crammed with hard names, which they soon forget, especially where the teaching is not accompanied by *data*, which might interest the pupil, in the shape of products, phenomena, customs, races, or anecdote.

District 42, Gort; Mr. Cowley.—*Reading* (including oral spelling and explanation).—Reading and spelling are both well taught, but the explanation of words seems to receive little or no attention. Hence, it is no uncommon occurrence to find a class of pupils who can read fluently every page of their First Book, but who are, one and all, ignorant of the meaning of the second word they ever read (ox), and cannot tell whether the thing it represents is most like a cat, a dog, or a cow. As the higher classes are reached, some knowledge of almost every word read is found; but when the breadth and depth of this knowledge is examined it is found to have been attained by separate inductions from the several sentences met with in the course of the pupil's studies. For instance, from the different collocations of the words, they would not commit the absurdity of speaking of a "friendly foe," or "base glory." They have in fact obtained a knowledge of some part of what a word denotes, but rarely have more than a faint idea of what it connotes. Now, as it is an essential part of reading that the reader should understand the meaning of the words presented to his sight, they cannot be said to teach it thoroughly who leave their pupils to acquire this slowly and inadequately, by the process of generalization, rather than impress upon them the meaning of each word by an adequate, perspicuous, precise, and oft-iterated definition.

Penmanship.—The proficiency of the pupils in penmanship is generally fair, but unsuitable head-lines, and, in many cases, the want of proper supervision, leave them to attain slowly, by practice, that which could be better and more rapidly acquired by the normal method—imitation. Even the best writers practically teach that a head-line is a thing which neither can be, nor should be, nor is meant to be, copied. Exulting in the superior accommodation afforded between the first line and the top of the page, some of them produce beautiful specimens of penmanship—capitals with inches of elegant, but superfluous flourish, loops and tails of unmeasured length. Such as these have been complacently given to a second-class boy to copy in one-fourth of the space. This defect, it is feared, can be radically removed only by the introduction of printed head-lines. This would set before each pupil a simple, uniform, and correct model. It would economize much of the teacher's valuable time; for at whatever hour he sets the copies (not always out of school-time) it is still so much taken out of him. It would enable him to concentrate upon the position and work of the pupils the time otherwise spent in preventing copy-lines from creeping, as they so persistently will, beneath the books. His perceptions, exercised always upon letters of the same size and shape, would rapidly acquire the power of judging accurately of the fidelity of the copy. His inability, perhaps, to write well himself would the less impair his ability to teach others.

Arithmetic.—Too little importance is attached to the attainment of correctness and rapidity in the performance of the simple operations; and, in consequence, the pupils, while using the correct method, often fail to obtain a correct answer in a reasonable time. With this exception arithmetic seems to receive the degree of attention its importance demands.

Writing from Dictation.—This is fairly taught, though in too many instances the children use slates exclusively. In such cases, there is no check upon the teachers which can ensure their employing the necessary amount of care in the correction of mistakes.

Grammar.—The proficiency in grammar varies as the general state of the school; in the best, it is best taught, and *vice versâ*. In the second class, the answering is always beyond or below that required by the programme. Taught to distinguish an adjective by its position, rather than from its meaning, the pupils are either sufficiently practised to be able to discern, also, pronouns, verbs, and adverbs; or can only recognise the more frequently recurring adjectives.

Geography.—Hardly anything can be predicated of the general state of the school from the answering of the pupils in geography. In some of the worst schools it is as well taught as in some of the best. It seems to be the weak point in the schools of this district. The parents, as a class, poor and uneducated, appreciate only the value of the elementary branches of education. So long as their children can read, write, and calculate the price of a load of hay, or a bag of flour, they are perfectly satisfied, and consider that time misspent which is employed in the acquisition of grammar, geography, and other subjects not understood by themselves.

District 43, Thurles; Mr. Lawler.—*Reading* (including oral spelling and explanation).—Very fair progress has been made in this branch. Young children being taught to read as well as to spell from the commencement, are, in general, pretty well able to read the First Book of Lessons in a few months. The first lesson they learn is not the alphabet, but "An ox, My ox, &c.," or "Can it be Pat or Sam?" &c. The first day they are taught two or three letters on the tablets containing those lessons, (which are used alternately before either is done with), and then taught to spell and read the words in the lessons in which those letters occur. Their stock of letters is increased daily, and so is the number of words pointed out to them to spell and read, until they are able to spell and read all the words in the two lessons referred to, which they are generally able to do in three weeks; thence their progress is easy and rapid, oral spelling and explanation being all the time carefully attended to.

Penmanship.—Penmanship is, on the whole, pretty well taught; but there are only a

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few schools in the district in which it can be said to be excellent, and in these the teachers themselves have a taste for elegant penmanship. If, while a pupil is writing, the teacher take his pen, and write a word, or even a letter for him, it is remarkable what efforts he will make, and with what success, to imitate the teacher. While pupils are writing, therefore, the teachers should go round the class, and, provided he is a good penman himself, write a word occasionally for each pupil. Where this is the practice the writing soon becomes all that could be desired; but it often happens that, while one class is engaged at writing, the teacher is occupied in teaching some other branch to another class. In such cases pupils might as well write their copies at home as in the school.

Arithmetic.—The practice of arithmetic is fairly taught in most of the schools here, and many of the pupils have become quick calculators. The theory of arithmetic is also taught in some schools to the upper classes; but as yet few pupils have made much progress in this branch of the subject.

Writing from Dictation.—This subject has great attention paid to it throughout the district, and the progress of the pupils in it is, in general, very satisfactory.

Grammar.—In most of the schools here the pupils can parse pretty fairly; but, strange to say, even the highest classes in nearly all, are deficient in the text of the grammar. Having directed the teachers' attention to this defect, it is hoped its existence will not remain to be recorded in next report.

Geography.—With regard to this subject, the pupils in nearly all the schools here are pretty quick at naming places pointed out to them on the maps; but when questions are asked without pointing to the maps, such as—What is the name of the sea north of Africa? what ocean lies to the east of America? what sea is at the west of Russia?—they seem quite puzzled. Teachers have been directed to prepare their pupils to answer questions put in this manner, so as to enable them to say in conversation, when no maps are present, where any places mentioned are situated.

District 44, Athy; Mr. Coyle.—*Reading* (including oral spelling and explanation).—The reading is generally fair—the children being pretty well able to read fluently the words between the pauses or stops; but very few are able to read so as to indicate by tone and emphasis that they appreciate or understand the sense and scope of the sentences. Pronunciation is well attended to, and with very few exceptions, fairly taught, the improvement in this respect being very considerable. Oral spelling well and successfully taught. In explanation, more than in any other subject, there is great deficiency. Very few use dictionaries, or have them to use, and there are few who understand derivation of words (roots and prefixes, &c.), so as to enable them to give a correct explanation of the meaning, and very often even the advanced classes, from want of sufficient command of language, fail in explanation of words which they understand fairly.

Penmanship.—There is improvement going on in this branch; but, on the whole, it is still in a backward state—there being nearly as many different styles and methods of teaching as there are different teachers. As a remedy for this great defect, from which all other defects follow, the adoption of copy-books, having the head-lines or copy-lines lithographed, was recommended on a former occasion. Until that is done penmanship is not expected to be taught successfully.

Arithmetic.—The elementary rules, simple and compound, and reduction, are well taught in almost all schools. Few pupils can do proportion, simple or compound, when questions are given from dictation—especially if the terms be given in an inverted order. Pupils who would fail in such questions would readily do questions under any of the several cases in practice, obviously because in practice no statement or arrangement of terms is necessary. In other words, practice is easier than proportion, except the cases of proportion which can be done by practice, in which both rules are in effect identical. A knowledge of practice will enable any boy to fill any mercantile situation, or to cast up any accounts of transactions in which he may be engaged on his own account. It ought, therefore, be placed before proportion, not only in treatises on arithmetic, but in the school programmes, and in the tabular columns of the reports.

Writing from Dictation.—This subject is generally carefully taught—attention to it is carried too far. It should not be learned by any class under third class, because, amongst other reasons that might be assigned, second and sequel classes cannot write fast enough, and in trying to write fast, they get bad methods of writing. They are the same day obliged to write fast and directed to write slow—directed to hold the pen *right*, and allowed, or led, to hold the pencil *any way*.

Grammar.—There is very little substantial progress made in this branch. There is a great deal of talk about the parts of speech and parsing, but, partly because it is not judiciously taught, and in a great measure because most parents discourage attention to it, the children forget during their absence from school nearly all the superficial mechanical notion they get of it when they attend. They learn and forget, forget and learn it, in the alternation of absence and attendance, and end their school career without knowing as much as could be of any practical benefit in composition or in the analysis of sentences even of ordinary difficulty. Except in schools having high teaching power, it should not be taught at all to any under third class.

Geography.—Most children in sequel and higher classes can trace maps well, and point

out places on the map of the world or any of the large school maps; but when examined, without being allowed to look at the maps, on the position, as to latitude, longitude, or cardinal points—the extent or area of kingdoms or countries—the boundaries of kingdoms or countries—very few of them will be found to answer satisfactorily. Still, compared with the extent of knowledge of this subject possessed even by classical students formerly, the National school pupils of third, fourth, and fifth classes are vastly superior.

District 45, Ennis; Mr. O'Galligan.—*Reading* (including oral spelling and explanation).—On comparing the results of the examination of pupils for 1863 with a similar return for the year 1862, it appears that there has been a decline of 5 per cent. in the number of those who were able to read any of the advanced lesson books with intelligence and ease, and a still more marked decrease (11·6) in the attendance of those qualified to read a passage in any of the more difficult chapters of the Second Book with fluency and correctness.

As might, under the circumstances, be reasonably expected, there has been an increase, but not a proportionate one (13 per cent.) in the case of the younger pupils, who are expected only to pass through the most elementary ordeal that could be designated as "reading," to repeat without stumbling, or gross inaccuracy, a passage selected from the advanced chapters of the First, or early portion of the Second, Books.

"Oral spelling" is generally attended to, especially in the case of first class pupils, but in many schools the office is delegated to inexperienced monitors, and the questions put in a mechanical and ineffective manner. "Spelling sentences" (from dictation) is a most useful exercise, but owing to the manifold duties imposed upon the teachers of "organized" schools, it is more rarely practised than previous to the introduction of "organization" into this district—a result much to be deplored.

The examination of the pupils on the subject-matter of the reading lessons is also too frequently neglected, or gone through in a dry, mechanical manner, unexciting to the teacher (or monitor), and uninteresting, and consequently unprofitable, to his pupils. In a few schools, however, the classes are carefully questioned on the meanings of the difficult words, and the substance of the reading exercise.

Penmanship.—This is a branch which is frequently neglected, or imperfectly superintended, even in "organized" schools, (at least until the teachers of the latter have become quite familiar with the working of their schools according to the new system), the pupils being merely supplied with head-lines, or the printed copy, and then allowed to scribble over a page or two of their copy-books, without any superintendence on the part of the teacher, who is generally occupied at the time in examining the other pupils on their home-lesssons, or first reading lessons, in the case of the younger children. A considerable falling off (4·6 per cent.) is therefore observable in the number of well-proportioned specimens of penmanship which were examined during 1863, compared with the number exhibited during the previous year; a much more remarkable falling off (21·4 per cent.) has occurred in the numbers of those able to write with tolerable ease, and moderate attention to the forms and proportions of the letters.

Arithmetic.—In report for 1862, attention was called to the fact that, although arithmetic was then taught with success in a larger number of schools than formerly, the per-centage of pupils who had passed satisfactorily through the usual ordeals, compared to the gross number examined, had (in consequence of the very large increase of the latter—first class pupils having been, for the first time, taken into account) most sensibly decreased. The number of pupils examined during the past year was nearly the same as on the former occasion, while the numbers who worked the questions satisfactorily remained nearly equal; those who solved the questions in simple subtraction having increased at the rate of 2·6 per cent., and an equal increment having taken place in the pupils examined in proportion and the more advanced rules. It is to be hoped, however, that when the teachers and monitors will have become more skilful in using the blackboards and ballframes, with which nearly every National school is at present, or will be very soon, supplied, a still more perceptible improvement will be secured.

Writing from Dictation.—Under the head of writing from dictation attention was called, in report for 1862, to the greatly increased number of pupils who had received instruction in this very useful branch during that year, as compared with the previous ones. A still larger number of pupils have been exercised in this branch during the year 1863, and an increase, though but a very slight one (0·9 per cent.), was observed in the number of those who have acquired facility in writing a difficult passage, selected from the Third or Fourth Books, with ease and correctness. This agreeable result has been, however, counteracted by a still greater falling off (from 47·9 to 42·7 per cent.) in the proportion of those who have passed through the simpler ordeal.

Grammar.—Grammar is a branch which had been taught, but in "parrot" fashion only, in many schools of this district to very young pupils, who were thus enabled by frequent repetition of the same exercise, to parse syntactically before they had any acquaintance with the inflections of the "verb," "noun," "adjective," &c., and almost before they could repeat the definition of the simplest part of speech—"the noun." In report for 1862, there was noticed a decrease in the number of pupils able to parse syntactically; this has been followed during the past year by a corresponding increase (2·4 per cent.) in the number of

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pupils who possessed a respectable knowledge of this branch, while on the other hand, there has been a considerable decrease (of no less than 13·8 per cent.) in the number of those able to give the definitions and point out examples in an easy sentence, of the parts of speech which occur most frequently in any reading lesson. The instruction of young pupils in grammar is a duty which requires much skill and clearness of expression on the part of a teacher—the subject being peculiarly uninteresting of itself to the minds of children, although an intelligent teacher can, by the use of familiar examples, and language suited to the capacity of the scholar, invest it with interest and attract the attention of even his youngest pupil. It may, therefore, be concluded from so remarkable a decline in the proficiency, which applies to the progress of the younger pupils, that the office of giving instruction in it has been too frequently delegated to unskilful monitors, and that the latter failed, to a considerable extent, in making their teaching intelligible or interesting to their fellow-pupils. The absence of an additional class-room, for giving gallery-lessons on this and other branches, is still a serious drawback—especially in schools which command a large attendance of pupils.

Geography.—In previous reports reference was made to the reluctance with which parents in many portions of this district permitted their children to "waste their time" (for so they termed it) in learning geography; "a thing they themselves had never learned" (*i.e.*, at "hedge-schools"), "their children could do very well without." Each succeeding year, however, showed an increase in the number of pupils who received instruction in this very attractive subject. This year is not an exception, the gross number who presented themselves for examination having exceeded the returns for former years, while the per-centage of those who passed the usual tests has also been increased. The number of pupils allowed to remain at school until they had acquired a good general knowledge of the branch—though still very inconsiderable compared to the gross number under instruction—has been double that for the preceding year—a result which proves that increased attention to the home study of the subject has been paid by the pupils themselves, and very properly enforced by their teachers.

District 46, Tipperary; Mr. Potterton.—*Reading* (including oral spelling and explanation).—"Reading," more easy, natural, and intelligent. "Oral spelling," very facile and correct. "Explanation," much better than ever found in any other district.

Penmanship.—"Penmanship" more careful, much more largely practised, and less angular in the case of several girls' schools.

Arithmetic.—Arithmetic more exact in point of actual operation, and at least not less intelligent in respect of the theory. Much more frequent revisals of earlier rules. Competitive work in this branch has been largely introduced in a very popular shape, and with the happiest results as regards the securing at once of despatch and accuracy, while no credit is given where incorrectness appears, no matter what the speed manifested, the *true* results are in every case noted in the order of their execution (as 1, 2, 3, &c.) and the several summations at the close of the examinations, show the order of the pupils' proficiency. A junior class is often in this way taken up with a senior, and with advantage to both, for lengthened examination, as far as their respective courses coincide.

Writing from Dictation.—Writing from dictation is more carefully and extensively practised and *corrected* in the higher classes, while in many schools now even the second classes are engaged in this way, or in transcription of monosyllabic and short sentences. Composition (written) has been attended to in a large increase of schools for 1863, and with generally far better results. Even in those cases (happily not many) where some injudicious, pretentious "Guide" was in use, letter-writing, and the committing to paper from memory, and in their own words, of the subject-matter of lessons previously read over with care, have been substituted.

Grammar.—Grammar shows much more diversity in point of the skill with which it is imparted, and the clearness with which it is comprehended, than any of the previously mentioned branches. In the majority of cases, however, both teachers and pupils have acquitted themselves during the year very fairly indeed. But in some cases where the teachers were not well qualified, or the circumstances of the school did not call for much cultivation of this subject, the allocation to it of a wasteful amount of precious school-time was not insisted upon. In all cases, indeed, the ambitious display of distinctions without difference, with which some of the more ingenious and less practical teachers seem to delight to mystify both themselves and their pupils, was entirely discountenanced.

Geography.—This subject is advancing daily in school popularity as well as real importance. Few parents now object to its study by their children. But it is to be wished that it could be safely affirmed that skill in dealing with it was proportionately on the increase. But though this might be rather too bold and round an assertion, still a tolerably fair share of improvement in the way of common-sense methodical teaching of it is manifested, and the results in the shape of permanent and connected knowledge are more frequent and decided.

District 47, Kilkenny; Mr. Harkin.—*Reading* (including oral spelling and explanation).—Fairly taught, as far as mere articulation of the words goes; but, is remarkable throughout the district for dulness in the delivery, and for the total absence of character and expression.

Penmanship.—Not satisfactory generally; attributable partly to the fitful and meagre supply of stationery, even in the best appointed schools; the almost universal want of taste and skill on the part of the teachers; but, principally, owing to the absence of a uniform system of graduated head-lines engraved in the copy-books supplied by the Board.

Arithmetic.—Taught with some success, and to a large proportion of children, but rarely reaching beyond the rules of proportion and practice; owing very much to the fact that in few schools is there a class so high as the Fourth, and when such does exist, containing but a few children.

Writing from Dictation.—Throughout the district, the success usually found in pupils of third class, is fairly realized in this branch. The freedom and accuracy distinguishing pupils of higher classes is rarely met, the classes themselves occurring so seldom.

Grammar.—The second and sequel classes are almost wholly uninstructed in grammar. Beyond these, the parts of speech are fairly known. Few have given any attention to concord and government.

Geography.—Very much neglected in every class. Home lessons are sometimes prepared from the text-books by pupils of third and fourth classes; but the maps are rarely used in any class. This defect is particularly observable in second and sequel classes.

District 48, Dungarvan; Mr. J. G. FitzGerald.—*Reading* (including oral spelling and explanation).—There is some progress observable in the style and intelligence of the reading since last year, but the per-centage of those who can read correctly in the First, Second, and Third Class Books is somewhat lower, attributable to the very irregular attendance of pupils. The answering of pupils in oral spelling is improved fairly, being more usually taught from dictation. Explanation is also more successfully taught, but there is still considerable deficiency observable in several schools in this branch.

Penmanship.—The per-centage of those "able to write on paper fairly" is increased 1 per cent; and that of those able to write "with ease and freedom," 3 per cent., since last year. Teachers have been induced to superintend the writing exercises, and to set copy lines, and not merely to suffer the pupils to write, as has hitherto been generally the practice. In large schools, where a difficulty arises in the teachers' being able to set a sufficient number of copy lines, lithographs from good penmanship are employed with considerable advantage.

Arithmetic.—The per-centages of those "able to set down seven places of figures," "to work correctly sums in simple subtraction," "division of money," "proportion and above," are very much increased since last year. This branch is now more usually considered as an intellectual exercise, and principles are more fully explained by teachers. A marked improvement has taken place in the manner in which this important subject has been taught.

Writing from Dictation.—The per-centages of those "able to write a sentence fairly," and "with ease and correctness," are lower than last year; but in the execution of the exercises from dictation more nicety was observable.

Grammar.—The per-centage of those found to be "acquainted with the parts of speech" was lower; and that of those "able to parse syntactically," higher than last year.

Geography.—There is some slight improvement in this branch—the per-centage of those "acquainted with the maps of Europe and Ireland" being higher than last year. This subject is now taught less by rote, and more in a methodized form.

District 49, Waterford; Mr. Eardley.—*Reading* (including oral spelling and explanation).—This subject is not satisfactorily taught; seldom does the teacher read a passage aloud for imitation. The children are frequently permitted to read only one sentence at a time, and the instructions they receive are too often limited to verbal corrections. In fact, the reading lesson is anything but a lesson in *reading;* parsing, spelling, explanation, derivation, and frequently geography are all introduced together with an amount of miscellaneous matter, varying with the extent of the teacher's information. So long as this state of things exists much improvement cannot be effected. Whatever time is considered necessary, half an hour or an hour, should be devoted to reading and to nothing else. Each pupil should be permitted to read a paragraph, at least, and ought not to be interrupted until its conclusion. When he has finished, such corrections as are considered necessary might then be introduced, and the teacher ought to read the passage aloud, causing the pupils to repeat it after him with correct intonation. The principal defects noticed are indistinct enunciation, and faulty grouping together of the words. The pupils of the first class have naturally a difficulty in naming the sounds represented by a combination of letters; this causes them to pause after each word. When able to overcome the mechanical difficulty of reading the words at sight, they should be taught to group and pronounce them in the same tone as if they were speaking. When sufficient trouble is not taken to eradicate this habit of abruptly pausing after each word, before the pupil leaves the First Book, or first section of the Second Book, it is exceedingly difficult to cure afterwards, and it gives rise to that disagreeable sing-song tone we often hear, which is "neither singing nor reading, but a burlesque upon both." In schools along the estuary of the Suir and sea-coast, there exists a habit of confounding the "t" sounds. One constantly hears "dis" for "this," "wid" for "with." I have suggested to the teachers a mode of remedying this defect, which they often tell me cannot be cured. It consists in

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causing the pupils to press the tongue firmly against the teeth, when pronouncing sounds expressed by "t," in combination with another consonant. From this the female schools are almost entirely free. Phrase spelling is practised systematically in only about 20 per cent. of the schools. The system of placing lists of words at the head of each lesson is calculated to mislead, as the attention of the pupil being specially directed to *them*, there is too often a proportionate disregard of the less lengthy, but really more difficult ones, occurring through the lesson. Before a pupil is advanced from a lesson, he should not only be able to spell and explain any word in it, but he should also be able to spell any phrase, and express the sense conveyed by it in words of his own.

Penmanship.—In only a small proportion of the schools in this district does the writing receive that careful and unremitting supervision which is absolutely required. When well taught, there is no subject which renders a school so popular, as the parents can all judge, to a certain extent, of their children's proficiency in writing, and are apt to estimate the teacher's usefulness by the number of good writers in his school. In many schools, leaving out of consideration altogether the style of writing, it is impossible to find even a page which is well written, or which is not disfigured by blots. The last line in each page is almost always the perfection of negligence, scarcely a single letter in it being correctly formed. Neither good copy-lines nor improved stationery would tend to remedy this state of things so long as the teachers are lax in their supervision. Careless children should be caused to show every line they write, and at the close of the writing lesson, an examination of the copies, with a free use of the black-board in illustrating the special defects of each to the whole class, would be productive of beneficial results. The pupils generally are not put to writing on paper at a sufficiently early stage, and they are kept too long practising large hand.

Arithmetic.—The chief defect in the mode of teaching this branch is, that in the junior classes the tables are not sufficiently known. The teachers, generally, are satisfied if the pupils can repeat a column of the tables without a mistake. A pupil has frequently been found able to repeat "seven times" correctly from beginning to end, and yet when asked how much seven times nine would be, he could not tell until he commenced as usual at seven times one and went on to seven times nine. No wonder that such a pupil would be a slow calculator and incorrect in consequence, for the old adage, "Slow and sure," does not apply to arithmetical calculations, in fact the reverse is found to be true. I suggested that in all the schools ten or fifteen minutes should be devoted daily to mental arithmetic, the exercises being exclusively derived from the addition and multiplication tables. For the first class, finding the sum of two or more applicate numbers, without permitting them to reckon on the fingers, and for the other classes such exercises as nine times six and five, seven into fifty-four, would furnish as much mental arithmetic as would be necessary for classes lower than third. If a pupil can perform operations in the first four rules rapidly and correctly, he will find little difficulty in the more advanced rules. To attempt to teach the reasons of rules to any class lower than an advanced division of third class is useless. The junior classes may certainly be taught with advantage the technical terms and definitions, but they could not follow the abstract reasoning necessary to explain even the rule for performing subtraction.

Besides the defects of slowness and incorrectness alluded to above, there is another minor defect, that is, carelessness in making the figures themselves, though this perhaps more belongs to the subject of penmanship, still it is found that those boys who are most expert also form the neatest figures, and that clearness of thought is connected with neatness of execution.

Writing from Dictation.—This subject is taught in every school in the district. The exercise is almost always written on slates, and from the facility of making corrections, the pupils get into a careless habit. The expense prevents paper from being more generally employed, and it is suggested that once or twice a week the pupils should write *across* their previously written copies. One of the principal objects proposed in writing from dictation, is that the pupils may afterwards be able to express their own ideas correctly on paper. To gain this end the more effectually, it would be advisable that they should be called on more frequently to write down from memory the subject-matter of lessons previously read, and occasionally such pieces of poetry as they recollect. The forms of epistolary correspondence are not required to be introduced until a pupil is advanced into the fifth class, in which scarcely one per cent. of the pupils attending National schools is placed. Third class children ought to be acquainted with these forms, and once a-week at least they should be called on to write a letter to the teacher on some familiar subject. Were this suggestion adopted, there would not so often be heard the complaint that in most National schools there are scarcely any pupils capable of writing a common letter.

In teaching this subject, two defects are observed:—1st. That the exercise is not given invariably from the reading lessons; 2nd. That the black-board is not called into use.

With reference to the first of these defects, an important aid to good spelling—the *eye*—is not taken advantage of when the sentences for dictation are selected at hazard from whatever book the teacher lays hold of at the time. If it were distinctly understood that the exercise would be given from the reading lesson of the day, the pupils would soon get into a habit of learning the spelling of words while reading, a habit which would render them correct spellers without fatigue or irksome application.

As to the second defect, the most effectual plan of teaching the correct spelling of such words as have been misspelled, consists in writing a list of them on the black-board, and causing the pupils to copy them on their slates. The next day these words might form part of the dictation exercise, and so on until the pupils become thoroughly familiar with them. In general, it may be said that where phrase spelling is judiciously and systematically practised, the results in writing from dictation are satisfactory.

Grammar.—The mode in general use in teaching this subject is a circuitous means of attaining the object in view. English grammar is defined as "the art of speaking and writing the English language with propriety." To attain this end the pupil must become acquainted with the usage of the language as laid down in the rules of syntax. But before he is introduced to these rules, he is caused to learn the numerous technical and puzzling divisions of the pronoun and adjective, and the conflicting theories respecting the moods and tenses of verbs. He is soon bewildered and discouraged, and regards grammar as a most uninteresting study. Some short treatise suited to National schools, such as Morell's "Essentials of English Grammar," is very much required. When a pupil should have mastered that, Sullivan's could then be introduced with advantage to those pupils remaining a sufficiently long time at school to become acquainted with its details. As it is, the knowledge possessed by the pupils generally is of the most mechanical character, and will soon be forgotten after leaving school.

Geography.—This subject receives a fair share of attention, perhaps more than its importance deserves. The large maps constantly suspended before the pupil cannot fail to impress him with a knowledge of the situation of the different countries and their relative sizes. Very few text-books are found in the hands of the children, and the chief defect of the method of teaching the subject, in general practised, consists in the want of dependence or sequence in the various facts mentioned. This is one of the subjects in which notes of lessons might be used with the greatest advantage: but these do not seem to be in use in this district. The lessons on descriptive geography in the Fourth Book, though exceedingly interesting, are scarcely ever taught to the senior classes. The number found to be acquainted with a general course of geography is very small; but this does not cause surprise considering the great range of information required, and the short time the pupils remain in school.

District 50, Enniscorthy; Mr. Dugan.—*Reading* (including oral spelling and explanation).—The reading generally is rather monotonous and mechanical, suggesting the idea that the children have an acquaintance with the external form—the words and sentences merely—not with the spirit, which is the meaning and scope embodied in these. Reading is to be considered under two heads:—1. When reading for self-instruction; 2. When reading to convey information to others. In the former all that is required is a sort of mental analysis of the matter as we proceed, in order to understand the relations of each part as bearing upon the whole—in short to have an intelligent conception of it; but in the latter we must also express the words aloud in such manner that the hearer may obtain a similar conception. The one is preparatory to the other. Teachers, however, commonly neglect the silent or *mental* reading, and require the pupils to devote their whole attention to the mere expression, or what might be termed *verbal* reading. Oral spelling of isolated words is fairly attended to; but what is called spelling from dictation of words naturally connected as expressing sense, seems to have been wholly unpractised.

Penmanship.—The penmanship is of a bold and legible character yet exhibiting little or no finish. Stiff and formal writing from head-lines appears to be the rule—the practice of current-hand, such as in writing ordinary sentences, being comparatively neglected. It is frequently found that children who can write excellently after copy-lines scrawl badly when set to transcribe a few simple sentences from their lesson books. The faculty of writing this current-hand in a neat, legible way is of course the most useful for all practical purposes in afterlife, and, therefore, the teachers have been recommended to require that the writing exercises of at least the advanced classes should consist, alternately, of copies written from head-lines, set for each pupil, and from transcription, either of portions of the lesson books or any good standard work, to be occasionally varied by exercises of their own composition, taking care, however, that the correctness of character induced by the one set of exercises will be transferred as closely as possible to the free handwriting of the other. This plan is working very effectively in several schools where it has been faithfully carried out.

Arithmetic.—Arithmetic is fairly attended to so far as it affords mental work during school-hours: it might, however, become a higher intellectual exercise were the children taught to understand and apply the principles governing each process. Arithmetic is not taught sufficiently with a view of ulterior practical value—adequate pains are not taken to make the children good *practical* calculators. A just combination of instruction in principles and methods by oral explanation, with diligent actual work from books at the desks, will be most effective for this desirable end. It has been recommended to the teachers that at least *one-third* of the time for arithmetic be devoted to explanatory teaching, the remainder to working examples from the text-books; and wherever practicable, the advanced classes to be required to write their exercises on paper at home, and to bring them to the master for examination on each Monday morning.

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Writing from Dictation.—Proficiency in writing from dictation, although much below what it ought to be, indicates improvement of a permanent kind. This is the result of the plan introduced of writing the exercises on paper, and bringing the misspelt or malformed words prominently into juxtaposition with the same words in their correct form before the eye of the child. In this way something akin to an æsthetic habit is acquired gradually, by which the pupil is enabled to perceive at a glance whether or not the word presented has the proper or correct form.

Grammar.—Instruction in grammar is attempted in nearly all the schools of the district to the extent set forth in the programme for each class. The whole course of teaching, however, appears to be quite mechanical, no attempt being made to engage the thought of the child in treating the subject as a science, or to render it practically useful in speaking and writing, considered as an art. That rote-gabbling of parts of speech—case, tense, gender, number, and so on, on which nine-tenths of the children possess not a gleam of intelligence, is always discouraged, and the teachers are recommended to proceed at first analytically, taking a simple sentence uttered by the child, showing the noun, verb, and adjuncts, and thus going on to show that each word, according to the idea or relation which it expresses, must be referred to one or other of nine parts of speech or classes; then to proceed synthetically in the formation of sentences by the child, leading him to express each idea by its appropriate part of speech, and so on.

Geography.—Descriptive geography is very generally taught—the junior classes are first required to point out certain regions and boundaries on the map; subsequently, the map being removed, to tell the relations of these, their general directions and comparative magnitudes. The senior classes in most schools prepare lessons in their text-books, and afterwards refer to the maps for illustrations.

Physical geography, the most intellectual and interesting branch of the subject, is taught in very few schools; the teachers themselves are not well acquainted with it, nor have they that adequate breadth of knowledge on natural phenomena to enable them to instruct their pupils with either interest or profit.

In mathematical geography the merest rudiments are imparted—the want of globes and diagrams has prevented any advanced instruction under this and the preceding head.

District 51, Limerick; Mr. O'Callaghan.—*Reading* (including oral spelling and explanation.)—In many of the schools the character of the reading continues the same. In some, however, very marked improvement has taken place. The pupils, in almost all the schools, have made progress in a knowledge of the subject-matter of the reading lessons, and in explanations of words and phrases. Proficiency in oral spelling has advanced.

Penmanship.—There has been little or no progress in this branch during the past year. The neglect of several of the teachers, with regard to supervision of the copy-books, has been brought under official notice. This duty of supervision is very imperfectly performed in most of the schools. In the cases unfavourably reported, the instances of neglect were gross errors in style and in spelling having been left uncorrected. One cause of the backward state of this branch is to be found in the slovenly manner in which the teachers write the head-lines. Most of them are, indeed, incapable of performing this duty in a schoolmasterly manner. The printed copy-lines have, therefore, been recommended to be used in every school.

Arithmetic.—There has been an improvement in this branch, a larger proportion having, in the past year, exhibited a better proficiency in the rules of proportion and practice. In every school the pupils are exercised to describe in general terms the different steps of each operation under a rule; and also to express, in technical language, the methods of proof. This practice gives good results.

Writing from Dictation.—There has been a very marked advancement in this important branch. This favourable result is attributed to the fact that the teachers have now a fixed and intelligent method of teaching the subject, of which the principle of repetition forms an important element.

Grammar.—This branch is stationary. The want of success is to be traced to the neglect of the teachers to explain fully the real import of the definitions to their pupils. The definitions and rules are committed to memory, but are, in most instances, very imperfectly understood.

Geography.—The per-centage as regards proficiency in this branch is exactly equal to that returned for the previous year, namely, 48.

District 52, Newcastle; Mr. Robinson.—*Reading* (including oral spelling and explanation).—During last year a tendency to hurry and indistinctness in the reading was noticed. The faults arise from the teachers' not making his own ear the chief guide in judging of the quality of this exercise. He is in the habit of following the words of the book with his eye, at the same time that his ear is following the utterance of the child. The impressions from both these organs combine to produce a single result in his own mind, and thus the child gets credit for producing an effect to which he has only partially contributed. The true test for reading is listening, and it is as a mere listener that the master will be best able to detect the faults of his children. It is on this account that I much approve of what is called "declamation lessons," and like to hear boys declaiming, for when

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well done, it not only improves their own reading, but the reading of the whole school. Teachers unfortunately would, in most cases, do harm by introducing such a lesson into the schools at present, because they do not themselves read with taste and feeling; but were they capable of carrying it out, the highest results should be anticipated from it. The appointment of a gentleman in the Central Training Establishment to give lessons to the teachers in training, upon elocution, would be attended with the best effects. The other, and the chief defect is, that the analysis of the text is not sufficiently attended to, and hence the children, even those who can read fluently and clearly, are, in many cases, quite unable to see the force of the several passages. This fault, like the other, may be also, it is to be feared, traced to the teachers themselves—not to their unwillingness and carelessness in the discharge of their duties—for of these faults there are very few instances indeed to be met with now—but to their inability.

Teachers have a great deal to learn yet of their own language—of its force and beauty, and of its various peculiarities, and they have still to acquire a command over it in expressing clearly and properly their own ideas. It is very rarely that they see the true meaning of language when it is at all figurative, or notice peculiarities in the uses of certain words, especially in poetry; and it is even more rare to find one able to make the children comprehend these points when they are noticed. This is not to be wondered at when one considers how it is that a command of proper language is acquired. A language is learned by mixing with those who already know it, and by a careful, judicious, and extensive study of the best books which are written in it. From the first means teachers are shut out by the very humble grade of society in which they move, and by the isolated lives they are compelled to live in country districts. From the second source they are cut off by a want of taste and inclination, consequent upon the few advantages in the way of education that their parents were able to afford them. This source of improvement is still open to them, but until the proper taste has been cultivated, it will be necessary to use compulsion. It will be necessary to place such works upon the programmes of their examinations, and to make their promotion depend upon their acquaintance with them. This is done in England. Teachers are there examined upon Shakespeare, Milton, Young, &c., and books, with notes explanatory of the meaning of the text, and its construction, have been produced in England to assist them in passing these examinations. The Irish teachers could equally obtain these books, and ought to be equally examined on them; but in the meantime they have already the admirable "Selections from the British Poets," published by the Board, which would serve as an introduction to the works themselves. A few years' careful study of these works, tested by the searching examinations of the Head Inspectors, would necessarily improve the teachers themselves, and, through them, the children. In the absence of this it is feared there is no way of making our teachers or our schools better in reading than what they are. Oral spelling during the year was very correct, but it was too hurried. Attention was drawn to this defect, and remedies suggested—(1) that more stress should be laid on the *final* letters; and (2) that the pupils should be taught to pause, in spelling, very slightly after each syllable. When these suggestions have been fully acted upon, the results in oral spelling will be all that can be expected.

Penmanship.—The progress in this was satisfactory during the year. This may be attributed to three things:—(1) attention to neatness in the books themselves, which has been invariably required; (2) regularity of supply for the pupils at all times of proper copy-books; and (3) to the practice of writing the "head-lines" for the children. The good effects of the first two causes will be admitted by all. With regard to the third, I am daily becoming more convinced, the larger my experience of this system becomes, that the written head-line is infinitely superior to the engraved or movable slip. Where engraved lines are used the children all write different hands, but where the master sets the head-lines himself his children all write the same hand exactly—that of his own. Let the cause be what it may, and it is difficult to account for it satisfactorily, the system of teaching writing by written head-lines ensures the best and most correct imitation on the part of the children. So fully does every school in this district convince me of this fact, that I will certainly regret the time when copy-books with engraved lines shall supersede those at present in use. Penmanship in National schools is merely practised for itself. This is a mistake. It ought to be made subservient to each part of the daily business, and this it can be made to be by very little extra trouble. Under a proper system of teaching the child should be as familiar with the pen as with his tongue; but under the present system a child who can talk freely, connectedly and rationally, appears as if he had not a single idea to express the moment he takes up a pen. He doubts, and hesitates; he begins sentences only to rub them out; he appears sadly distressed and anxious; and in the end produces a few lines of utter nonsense. This is all the result of a want of practice. Lesson exercises, and other species of composition should be introduced into the schools, and carried out according to the rules, &c., already explained.

Arithmetic.—This subject was improved in the elementary rules, but not sufficiently improved in its application to the real business of life. Notation and simple rules are much advanced, from greater attention to the tables, &c., from the alphabet class upwards, being insisted upon, and from a higher proficiency being required from second class than is marked on the school programme. When they are properly taught, the pupils of the second class can put down and subtract millions with readiness, although this class is

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limited to three places of figures in the programme; and as most of the teachers now know the proper method of teaching this subject, the proficiency of the junior classes in arithmetic is generally reported upon satisfactorily; but reports on the senior classes have not been so favourable. Many boys able to do interest, practice, &c., were quite unable to compute readily and correctly a small shop account, or other marketing transaction. They were either wholly wrong, or else they wasted time unnecessarily, and covered the slate with figures. Attention has been drawn to this serious defect—for unless arithmetic is practical, it is, to a considerable extent, valueless.

Dictation.—This is very good in general. One strange fact connected with it is that more are able to write "with ease and accuracy" than with "tolerable accuracy only." It is not the case with any other subject of the school that the higher the proficiency the more there are who have attained to it. It may be accounted for by the fact that where dictation is properly taught the pupils soon acquire excellence in it, and very rarely make a mistake in spelling. In other subjects there is no limit scarcely to their progress, and in those also the examination tests are more changeable. Those who fail in dictation, and those who are counted in the lowest head, are chiefly those but recently removed into Third Book from Sequel, and thus brought for the first time under a dictation examination. If the dictation exercise was carefully taught to *all* the classes, in the same way that it is taught to third and fourth, these results would be even more favourable than what they are now. It may be observed that the results, as shown under this head, can only be expected *where dictation is written on paper.* It cannot be taught at all on slates, so as to be successful, for the detection of the errors and their subsequent correction by the children are, by the use of slates, almost impossible in an ordinary National school. The use of paper ought to be made compulsory for the third and fourth classes. I have treated this subject fully in my Manual of Method, and have there brought forward such proofs as appear to me to establish the efficacy of the system of teaching dictation adopted in this district.

Grammar.—Parts of speech, very fair; parsing, pretty good, but the text-book itself was very little known by the advanced classes. I had no idea how slight a boy's acquaintance with the text-book might be who yet could parse an easy sentence correctly and readily; and much less could I have imagined that those who had gone over the book frequently would have failed, as they did, in some of its simplest parts. The teaching it is feared has been so much by rote that the words left no permanent impression on the memory from their not having touched the understanding. The senior classes—the only classes that ought to know it—were examined very much on the text-book during last year, and they shall continue to be so examined, both to make the pupils attentive to their home lessons and to show the teachers what kind of questions ought to be asked.

Geography.—In this subject the junior classes answer best—that is, up to their own standard of proficiency. This arises from the fact that the junior classes are taught solely from the maps, and that the teachers teach the maps better than they teach the text-book. So soon as the pupils advance they are put into text-books; then they get by rote, and say by rote, using the maps merely to point out some places on occasionally. The consequence is that, in many cases, the advanced classes will fail in the Map of the World, and yet be quite able to repeat the substance of the text-book on Europe and Ireland. The connexion between the maps and the text-book is much misunderstood. The map is regarded merely as a supplement to the book, whereas the reverse ought to be the case; the book ought to be regarded merely as a supplement to the map. Geography can be taught, and ought to be taught, almost exclusively from the map. The map is but a pictorial text-book, and contains, if properly known, nearly all that children can learn of this subject at school. Take for instance the map of Ireland. From it may be learnt the provinces, and their counties; the relative sizes (in appearance, not in acres, though this also might be marked were it necessary) of the counties; their position as to the sea—maritime or not; the sources, direction, and outflow of the different rivers; the mountain chains; the position and names of the towns, whether built on the sea or on rivers—if on rivers their distance from the ocean, &c., &c. What cannot be learnt is the nature of the mineral wealth of each county; the mercantile character of the towns; the botanical productions; the trades and manufactures, &c. All these, however, ought to be given orally by the teacher to the junior classes, so as to leave nothing to the text-book but to methodize the information, and add some small minor details that one might as well know as not if they have time to study them. The information acquired from the map is most easily learned, and most permanently remembered; and let it be of what kind it may, or of what extent, it will generally be found that it is all that remains after a few years' absence from school. The pictures impressed on the mind by the map will become dimmer and dimmer each year, if not renewed, but they will be a long time in becoming utterly useless; whereas the words of the book will be forgotten almost as soon as the school-life has terminated. I have been introducing Bell's Interrogatory Maps into such schools as have lately been supplied with free stocks. These, if properly used, are almost certain to give a good knowledge of geography, especially as in the use of the text-books which accompany them the maps are always the chief agent in the teaching. These books can also be used pretty effectually by even untrained masters or paid monitors, and thus are not so liable to abuse as more elaborate works on this subject.

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District 53, Cashel; Mr. Lane.—*Reading* (including oral spelling and explanation).—Reading is, on the whole, pretty good and intelligible; improvements have taken place within the year in clearness, audibleness, and distinct, forcible, and emphatic utterance; as also in explanation, meanings of words, and subject-matter of the lesson books, which, together with oral spelling, are very fair in general.

Penmanship.—Penmanship is, on the whole, good and legible; improved within the year in style and method; the copy-books are well and neatly kept. This branch of instruction holds a more prominent place in the schools than it occupied in previous years; and both teachers and pupils are more impressed with its importance.

Arithmetic.—The practice of arithmetic, as an art, is very fair in almost all the schools as regards the senior pupils; but still rather limited, but not defective, in many of them with respect to the junior. This defect, it is strongly hoped, will be rectified. Improvements have taken place within the year in mental calculation; yet the proficiency of the pupils in this department is only middling.

Writing from Dictation.—Writing from dictation is attended with due results in the greater number of the schools. The proficiency of the pupils, on the whole, may be said to be good.

Grammar.—The proficiency of the pupils in grammar is, on the whole, very fair; indeed it may be said to be good. Due attention appears to have been paid to this branch.

Geography.—The proficiency of the pupils in geography is, on the whole, good. Improvements have, within the year, taken place, particularly in preliminary definitions, as regards the junior pupils; and in astronomical terms and mathematical geography, as regards the senior.

District 54, Tralee; Mr. O'Driscoll.—*Reading* (including oral spelling and explanation).—Although there are but few schools in the district in which the pupils of the advanced classes are taught to read with proper expression, yet in a very large number the children read very fairly. Much has been done during the past year in correcting the mechanical faults of indistinctness and incorrect pronunciation. The schools in which reading is badly taught are conducted for the most part by old teachers, whose habits are now so formed that it is almost hopeless to expect them to improve. Spelling is well taught; but in a large number of the schools the children were found deficient in the intelligent explanation of the meanings of the words and of the subject-matter of their reading lessons.

Penmanship.—The progress made in this very important branch has not been equal to that made in some of the other subjects.

Arithmetic.—Considerable improvement has been made in this branch during the past year.

Writing from Dictation.—This subject has received due attention in almost all the schools of the district. Several teachers got their pupils to use paper instead of slates as formerly when writing from dictation. The result has been very satisfactory.

Grammar.—In the method of teaching grammar a decided improvement has taken place within the year, and the proficiency attained by the pupils generally in this branch is very fair.

Geography.—The progress made in this branch by the pupils generally, has been satisfactory.

District 55, Macroom; Mr. Strong.—*Reading* (including oral spelling and explanation).—Though the reading in the schools of the district cannot be stated to be yet satisfactory, still a very considerable improvement has been made during the past year. In most of the schools the *inarticulate, monotonous drawl* is fast dying out, and is now succeeded by a more pleasing, modulated, tone of voice; and though the pronunciation is yet somewhat coarse (as one acquainted with this part of Ireland would naturally expect), still the meaning of the author is generally expressed by more steady and distinct enunciation, as well as more intelligent grouping of the words. Oral spelling in phrases is fairly attended to, and explanation of the subject-matter is more intelligently and carefully taught. On the whole there is much reason to be satisfied with the successful efforts of most of the teachers.

Penmanship.—In 1862 the penmanship was generally careless, and the copy-books badly preserved; these defects have been remedied, and there is now an appearance of carefulness and neatness. The exercises are invariably performed under the strict and constant supervision of the principal or assistant; the errors in symmetry and orthography are corrected; the character of the writing marked daily, and the copy-books tied up in parcels until again required. If the Commissioners were to issue copy-books with properly engraved head-lines, and provide a better class of steel pens, they would greatly facilitate the progress of the pupils in this important branch.

Grammar.—As regards this branch most of the pupils in the sequel and third classes can refer the words in an ordinary sentence to the parts of speech; and those of the fourth and fifth classes can make a fair attempt at syntactical parsing. Considering the brief and fitful school-period of the pupils, more cannot be reasonably expected; yet, from the careless, and in many cases incorrect phraseology of the pupils, teachers seem to forget one of

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the great objects of the science, namely, *speaking the language with propriety;* the other great object, *writing the language*, is not yet satisfactory. This cannot be done without much more attention to composition—a principal part of grammar yet too much neglected in most National schools.

Writing from Dictation.—All the schools of the district, without exception, attend to writing from dictation, and the progress during the past year has been, on the whole, fair. The chief defect noticeable is the want of *neatness in the writing.* The exercises are usually performed on the slate instead of paper; and it is to be feared that the pupils do not attach sufficient importance to the careful correction of the errors. In most of the respectable schools the propriety of providing separate copy-books for the dictation has been suggested, and directions given that all the errors be carefully marked in *red ink* by the teacher, and afterwards corrected by the pupil. These exercises to be preserved for the inspection of the Board's officers and managers. This plan is expected to effect a considerable improvement for the future.

Arithmetic.—The proficiency of the schools generally in this most important branch cannot be found fault with. In no schools in the United Kingdom, not excepting private seminaries, is practical arithmetic more intelligently or successfully taught than in those connected with the National Board. It should be borne in mind that the test usually applied by an Inspector is severe as regards the proficiency; and the vast majority of those who freely criticise the shortcomings of the National system of education would, if subjected to the same trial, fail to exhibit such expertness in ordinary calculations. The chief fault to be noticed in the district is want of *neatness* in slate operations. In many schools the propriety of having the *exercises neatly transcribed on paper* has been suggested, and it must have already produced good results.

Geography.—So far as local geography is concerned, the proficiency in most of the schools is fairly satisfactory; but in some of the schools conducted by inexperienced teachers, the knowledge of this branch is too much confined to the mere pointing out of places on the map, or defining the boundaries of continents, oceans, zones, &c., while the areas, populations, productions, and physical features of same are neglected. In many, however, of the respectable schools, the excellent treatises of Dr. Sullivan are generally read, and the pupils exhibit a fair acquaintance with physical and mathematical geography. Most of the first and second class teachers are competent to teach this branch with efficiency; and any deficiency perceptible must, in a great measure, be attributed to the irregularity of pupils' attendance, and not inattention or inability on the part of the teachers.

District 56, Mallow: Mr. MacLochlin.—*Reading* (including oral spelling and explanation).—The defects referred to in last report are being gradually removed, and in the schools whose teachers have followed the suggestions laid down for their guidance, the children have made a fair amount of progress in this important branch of instruction. The schools which have attained to quite a satisfactory style of reading, are still, no doubt, but few in number. Those in which the reading may be characterized as good, or of a fair order, contrast favourably in point of number with those for the year 1862, and fully evidence that a steady, if not altogether satisfactory, improvement is being effected. It must be added, however, that there are still too many schools in which the reading lesson is gone through as a mere matter of rote, being delivered with indistinctness, inaccuracy of pronunciation, and in a monotonous strain, without any apparent connexion with the subject-matter, or a due interpretation of the meaning of the words.

Penmanship.—In this branch the district may be said to have made rather favourable progress during the year; the number of schools in which penmanship is satisfactorily taught being one-sixth in 1863, as contrasted with one-ninth in 1862. In two-thirds the writing may be characterized as good, or of a fair order; the schools which exhibited like proficiency in 1862, comprised little above one-third of the district; thus leaving only one-fifth of the schools, instead of three-fifths, as in 1862, in which the writing is of an inferior character.

Arithmetic.—This branch is now taught with a very fair degree of success to all the children within the schools of the district, from senior division of first class upwards.

Writing from Dictation.—This branch now forms a portion of the general instruction, and is fairly taught to a fair proportion of the pupils, in not less than three-fourths of the schools, thus evidencing a very considerable progress since last report, in which the like proficiency was to be found in only two-fifths of the schools. In addition, not only is it availed of by the teachers as a means to impart a correct mode of spelling, but in many of the schools not a few of the pupils are acquiring a very fair degree of facility and accuracy in expressing themselves, when required to write from memory a short passage selected from the lesson books.

Grammar.—In most of the schools this subject is fairly taught to a fair proportion of the pupils. There are still, however, instances in which the teacher fails either to impress upon the children a correct idea of the elementary definitions, or to make them practically acquainted with the principal parts of speech, and meaning of the words; as may be expected, egregious blunders in parsing ensue from such inefficient mode of teaching. In former reports this serious defect has been adverted to, and it is to be regretted that it has yet to be dealt with, and this, even under circumstances the most favourable to the teacher;

as otherwise one would not meet with the case of a fourth-class boy, sixteen years of age, who for years has been in attendance at a school which ought to serve as a *model*, to parse "repaired thither" as follows:—"repaired, an adjective qualifying the noun thither;" or, when asked the meaning of the word "sagacious," to give as his answer "swift."

Geography.—In nearly the whole of the schools this branch is taught to a fair proportion of pupils, from the senior division of first, to the fourth and higher classes; most of the advanced class children being provided with text-books, and all of them practised daily upon maps.

District 57, Killarney; Mr. Macnamara.—*Reading* (including oral spelling and explanation).—Reading continues to be the principal branch of the school business. Though its mechanical part is acquired in a considerable number of the schools defectively, as regards tone of voice, distinctness, freedom from mispronunciations, and due regard to pauses; and though the intellectual part is found defective as extensively, from deficient explanation and attentiveness, reading is acquired in the National schools of this district on the whole satisfactorily. Oral spelling is acquired in all the schools nearly as well as possible, in any primary schools having the same circumstances.

Penmanship.—Penmanship is of moderate quality. The books are for most part clean, and the writing is careful, but in a small number only of schools is the style and manner of learning satisfactory.

Arithmetic.—A useful practical amount of knowledge is acquired in this subject, by all the pupils who remain at school sufficiently long to become members of the fourth class and senior draft of third. The members of the fourth class, when more grown, specially devote themselves to its acquirement, and to the study of the extra branches. In the more largely attended schools, especially those having classes of unpaid monitors, several pupils are found possessing tolerable knowledge in the extra branches, and advanced rules of arithmetic. The answering of the junior classes in the simple and compound rules, in those rules orally as regards terms, processes, modes of proof, and in practice on slates, appeared improving during the year.

Writing from Dictation.—This branch is satisfactorily practised in all the schools of this district.

Grammar.—The programme of the Commissioners is fairly followed in teaching this branch; the junior classes are on the whole taught according to it fairly. The fourth class in all the schools, and in the majority the third, also are taught syntactical parsing. Most of the fairly attending members of fourth class can parse sentences very fairly. The text-books, Sullivan's and the Board's treatise, as well as the "Spelling Book Superseded," are studied by third class and fourth, in all the schools. In some the senior drafts of sequel class study these books, but such study remains ineffective from want of due examination and explanation on the part of the teachers.

Geography.—Generally speaking this branch is adequately taught, and with fair results. With reference to the proficiency generally, the centesimal proportions are less than for 1862, in all the subjects except in writing from dictation, in which an increase appears. The falling off is not very considerable in any subject, and occurs nearly evenly throughout, having due regard to the respective values of the subjects. The deficiencies are accounted for by the fact that in 1863 *all* the pupils returned as learning the several subjects were examined. In 1862 the examination of all the pupils learning the several subjects was a rule only during *part* of that year, and in former years it was not a rule. From the nature of writing from dictation, and the regular practice of it daily in all the schools, rapid progress in it might be anticipated.

District 58, Bantry; Mr. H. W. M. Rodgers.—*Reading* (including oral spelling and explanation).—Although it must be admitted that in the majority of the schools of this district the reading of the pupils is still indistinct and monotonous, and also deficient as regards intelligence, yet a fair amount of attention is given to the subject. It would be a decided mistake to imagine that the teachers, as a class, are careless in this respect. Great allowance should be made for the very humble circumstances in which the pupils have been placed from their earliest years. Many of the parents still speak Irish as their vernacular tongue, and many who speak English are extremely ignorant with respect to the meaning and correct pronunciation of some of the plainest words. As regards explanation, while it is clear that increased attention to the point has been given, yet further improvement is urgently required. Oral spelling continues to be taught with fair success.

Penmanship.—In this important branch of primary education there is considerable improvement. Attention has frequently been drawn, and with some effect, to the necessity of insisting on a closer imitation of the head-lines. As, however, some good instructors are deficient in penmanship, it is clear that appliances of the very best kind are required in such cases to insure good writing on the part of the pupils. The grand defect noticed is want of a sufficiently careful supervision on the part of many of the teachers.

Arithmetic.—There is a decided improvement as regards the numbers able to perform elementary operations with readiness and accuracy. On some occasions pupils have been found able to work a sum in proportion or practice, who proved themselves

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deficient in some of the simpler and more elementary processes. By examining in accordance with the regulations of the Board, some success has been achieved in counteracting this strange defect. The theory of arithmetic too is receiving more attention than it appears to have received in former years. In this respect, however, much still remains to be done.

Writing from Dictation.—In this branch there has been considerable improvement. Much more however might be effected without any additional labour on the part of the teachers, by the general adoption of a sure, expeditious, and systematic method of correcting these exercises—namely, the plan of mutual correction referred to in report of last year, and often explained and enforced by other Inspectors. By this means not only correct spelling, but also the proper use of capital letters and of some of the more important marks of punctuation might be attained.

Grammar.—Notwithstanding the manifest improvement in this branch, it is believed that very few teachers have a comprehensive knowledge of the great benefits, as regards mental cultivation, derivable from proper instruction in grammar. They do not seem to clearly understand that grammatical training not only leads to correct speaking and writing, but also tends in a very special manner to develop the reasoning powers of those who are practically debarred from logical studies. Instructors in this district do not understand that while arithmetic, or any other department of exact science, is calculated to give precision and accuracy where such is attainable, grammatical exercises are admirably adapted to fit the mind for coming to a decision as regards what is doubtful, probable, or contingent.

Geography.—In no branch was this district found so deficient as in geography, and in few branches, if in any, has a greater improvement been effected; yet, after all, geographical knowledge is in a rather backward state. Teachers do not yet appear, notwithstanding the excellent appliances at their disposal, to have acquired the art of making geographical training sufficiently agreeable, and until they attain that art satisfactory progress canno be expected. There is too great a tendency to study geography either from maps or from text-books exclusively, and the simultaneous use of both is not sufficiently general.

District 59, Dunmanway; Mr. O'Connell.—*Reading* (including oral spelling and explanation).—5,232 pupils were examined in reading;—of these 1,106, or 21 per cent., could read First Book; 2,193, or 41 per cent., could read Second Book; and 850, or 16 per cent., could read Third or higher books with ease and intelligence. These numbers are far more satisfactory than the returns made for 1862. The proficiency in oral spelling was good, and in explanation fair.

Penmanship.—2,560 were examined in this branch; 955, or 37 per cent., were able to write fairly; and 132, or 5 per cent., were able to write a good hand with ease and freedom. Writing on paper receives due attention in the majority of the schools in this district.

Arithmetic.—3,243 were examined in arithmetic; 1,004, or 30 per cent., were able to set down accurately any number of not more than 7 places of figures; 1,080, or 33 per cent., were able to work correctly a sum in simple subtraction; 404, or 12 per cent., were able to work a sum in division of money; and 152, or 4 per cent., were able to solve readily and correctly questions in proportion or practice. Mental arithmetic is not attended to as well as it ought.

Writing from Dictation.—915 were examined in dictation; 306, or 33 per cent., were able to write a sentence with tolerable accuracy; and 231, or 25 per cent., were able to write a sentence with ease and correctness. These results are more satisfactory than the returns made for 1862.

Grammar.—3,243 were examined in grammar; 837, or 25 per cent., were acquainted with the parts of speech only; and 198, or 6 per cent., were able to parse syntactically. The proficiency in this subject was not as high as in the year 1862.

Geography.—3,243 were examined in geography; 593, or 18 per cent., were acquainted with the outlines of the map of the world; and 487, or 15 per cent., were acquainted with the map of Europe, or of Ireland. In no school was a class found prepared in a general course of geography.

District 60, Cork; Mr. Sheehy.—*Reading* (including oral spelling and explanation.)—Of the numbers examined in reading, a larger per-centage was found able to read First Book only, and a much smaller per-centage able to read Second and Third in 1863 than in 1862. This apparent retrogression is to be ascribed to the fact that the pupils in the First Book were included in the examinations for 1863, while for 1862 and previous year, only the pupils above First Book were included amongst those examined in reading. In most of the schools of this district the pupils have improved in reading during the last twelve months, although there are several teachers who instruct their pupils in this branch neither by precept nor example, but simply allow them to repeat the words of the lesson in the one tone, without any regard to emphasis, grouping of connected words, or meaning of what they say, only now and then helping them over a difficult word; very frequently it is found that children, who could neither read intelligently nor answer on their lesson, could repeat it from memory, thereby showing in the strongest manner that the teaching

of reading, and the explaining of words and sentences which should accompany it, were entirely omitted. In some of the German schools a good practical system of teaching reading is adopted. The pupils seated in a group of desks are provided with books, which they look at very closely, whilst the teacher standing in front of them reads in his best style, and afterwards explains a whole lesson, paragraph by paragraph. When he finds by interrogation that they are familiar with the lesson he gets them to read it, taking care beforehand to give them hints respecting the voice, the sense, and the expression. Should their first attempt not satisfy him, he refers to their defects, reads it over again, gets them to read it, and so on till they can read it with at least ease and intelligence. As to oral spelling, there is only one remark to make, and that is, that second-class pupils are for their grade the worst spellers. This circumstance is owing, no doubt, to their not being taught writing from dictation like sequel, third, and fourth, and to their not being required to spell whole lessons off the book like first class. Since second class pupils are seldom able to write small-hand, or even a fair text-hand, the only remedy for their deficiency in spelling, is to make them spell a great deal off the book and from memory.

Penmanship.—Considerable progress was made during the last twelve months in penmanship. The teachers no longer consider the writing lesson an idle one, during which they can teach the junior classes reading, spelling, &c., but one demanding their greatest attention in the supervision of the pupils' copies. The lines to be copied are set on the black-board for the junior classes, and in their presence, and for the senior classes in their papers, either before or after school hours, except in those cases where the Board's copy-lines are used. In the setting of lines there is one mistake many of the teachers make, and which perhaps they are led into by the Board's copy-lines; it is this, that instead of proceeding, as in the case of reading, from simple letters to words of two letters, three, &c., they give them, as soon as they are able to write letters, such long words for head-lines as demonstration, commonwealth, &c., thereby adding the difficulty of spelling to that of copying. Hence it is, that the copies of second-class pupils contain many errors in spelling, and that the pupils themselves are to be found copying words which when asked about they can neither spell nor pronounce. It is therefore suggested, that the copy-lines of the Board, so far as the larger text-hand is concerned, should be changed, and made to consist of phrases taken in order from the sections of First and Second Books. In some of the schools in which writing was in a backward state, a most effective stimulant to the teacher, and productive of good results, was found in showing him, in the presence of the manager and the pupils, very good but not picked specimens of the writing of the various classes in the Cork Poor Law Union Male School, and comparing them with those of his own pupils. The superiority of the workhouse boys' writing was in every case admitted, as was likewise the conclusion drawn from the circumstances—namely, that if the pauper children be taught to write well, those paying for their instruction ought to be better taught. Another point in connexion with writing urged upon the attention of the teachers, is that it enters more largely than any other literary attainment into the qualification of a boy for clerkships and kindred situations; and furthermore, that it is the chief test by which the parents judge of their children's progress at school.

Arithmetic.—As in this branch a much larger number, especially of the junior classes, were examined in the year 1863 than in 1862, there is a slight decrease in the per-centage of answering (working sums) in the former as compared with latter. There is no doubt, however, that had an equal number of the same grades been examined in both years, there would be a considerable increase in the per-centage of last year. All the schools in this district are provided with black-boards, chiefly for the purpose of explaining the rules of arithmetic and illustrating them by suitable examples; and nearly all are supplied with a ball frame each, which, however, is not as often used when teaching tables to the junior classes as it ought. Some teachers fancy that a pupil should learn a line of tables after a couple of repetitions on the ball frame, and because they do not, this educational aid is regarded as almost useless. It should be borne in mind, that in the ordinary method of getting off tables the pupils have to repeat each line scores of times before they learn it; and even then they do not understand it. Now the object in using the ball frame is to make the pupils understand the tables by illustrating their formation, to show them the relation of the products one to another in succession, the equality of those by the same factors, but differently arranged, and finally to have the memory of number assist that of sound in getting them off. Let two boys of equal capacity, and equally ignorant of tables, be put to learn 4 times, one from the ball frame and the other from the table book or arithmetic, and there is no doubt that the former will learn it in a fourth of the time which will be taken by the latter. One as it were fishes with four hooks and the other with one. Perhaps the real cause of the ball-frame method of teaching tables being seldomer used than the other is, that it imposes work on the teacher. In the parallel case of geography, the boy who confines himself to the text-book in studying the local geography of Europe, for example, will be distanced by another who applies himself to the map.

Writing from Dictation.—During the past year the senior-class pupils, to whom this subject has been taught, have made considerable progress in it as regards spelling, using of capital letters, and not omitting or repeating the words dictated. The practice of getting the pupils of sequel class to spell whole paragraphs of their reading lesson from

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dictation, prepares them very well for writing from dictation, on being admitted to third class. Getting third and fourth classes to write out on slates reduction tables, the substance of a grammar, geography, or reading-lesson, is a very useful exercise; as it not only improves the pupils' memory, and prepares them for my examination, but teaches them, in a practical manner, composition.

Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?

No. 8.—*Feeling of local Parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?*

District 1, Letterkenny; Mr. Hickey.—Local feeling generally favourable.

District 2, Londonderry; Mr. Porter.—A large portion of the Protestant clergy of all denominations are firm and warm supporters of the system; and the bulk of the laity also are, I believe, quite satisfied with it, and willingly embrace the advantages which it affords. The Roman Catholic clergy, disapproving of some of the details, are not such active supporters as at one time they were.

District 3, Coleraine; Mr. M'Ilroy.—The general feeling is in favour of the National schools. Only a few clergymen of the Established Church are at all unfavourable; but they offer no active opposition.

District 4, Ballymena; Mr. Gillic.—Very favourable. Some of the Established Church clergy alone are unfavourable to it.

District 5, Ballyclare; Mr. Irvine.—As a general rule very favourable. A few of the Established Church keep up schools of their own, in connexion with the Church Education Society.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—The local feeling with reference to the National schools is excellent.

District 8, Belfast, North; Mr. Nesbitt.—The schools are popular as educational establishments with all denominations. The ministers of the English Church object to the principle; and those of other denominations lay hold on as much of the National grant as they can possibly secure for their own people.

District 9, Belfast, South; Mr. W. R. Molloy.—Local feeling generally favourable.

District 10, Newtownards; Mr. Osborne.—The only parties in this district unfriendly to National education are one or two landed proprietors of strong political leanings, and the great majority of the clergy of the Established Church; and the influence of these parties on the progress of National education is not materially felt here.

District 11, Donegal; Mr. Currie.—In this district we seldom meet with the expression of any opinion unfavourable to the principle and general working of the schools. A few among the clergy of the Established Church still hold aloof from any open and avowed adherence to the system, though, so far as I have had an opportunity of judging, their views on most of the points of difference are greatly modified.

District 12, Sligo; Mr. Kennedy.—Most of the landed proprietors, and nearly all the clergymen of the Established Church, are opposed to National education. Only three schools in the district are under the patronage of Established Church clergymen.

District 13, Enniskillen; Mr. J. Brown.—The predominant feeling of the laity of all classes continues to be in favour of the National schools; where it is otherwise it is almost exclusively confined to the landlord class, and to the clergy of the Established Church.

District 14, Omagh; Mr. Adair.—Favourable, with very few exceptions. There are in the district a few Protestant clergymen who are not favourable to National schools; but their opposition is not felt to any extent.

District 15, Dungannon; Mr. O'Neill.—Generally favourable. Some of the clergy of the Established Church, and a few landed proprietors, are unfavourable to the National system.

District 16, Armagh; Mr. S. Brown.—The superiority of National schools to all other schools for the poor is admitted by all parties. Some of the clergy of the Established Church, and a few landed proprietors, are still unfavourable to the National system of education.

District 17, Downpatrick; Mr. Patterson.—Except the majority of the clergy of the Established Church, and a number of the gentry of the same denomination, the inhabitants of this district are generally most favourably disposed towards the National schools; the Roman Catholic and Presbyterian clergy and laity almost without exception. Several of the chief landed proprietors, members of the Established Church, are liberal in their contributions to the support of the schools, and patronise them in every way; and several Established Church clergymen, who do not undertake the management of the schools, visit them, and impart religious instruction to the children of their communion.

District 18, Monaghan; Mr. Dowling.—The feeling generally is favourable. A number of the clergymen of the Established Church are alone unfavourable.

District 19, Newry; Mr. Morell.—Favourable, if a few of the landlord class and a considerable proportion of the clergy of the Established Church be excepted.

District 20, Ballina; Mr. Healy.—The people are favourable to the system; the greater number of the landed proprietors, and nearly the whole of the clergy of the Established

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Church, are unfavourable; and the Roman Catholic bishop of the diocese objects to any of his clergy seeking or accepting aid from the Board, except to *non-vested* schools.

District 21, Swineford; Mr. Roantree.—With the operation of the system amongst themselves all parties here appear satisfied; but I have heard expressed amongst the Catholic clergy sentiments unfavourable to the extension of model schools.

District 22, Boyle; Mr. J. W. Rodgers.—The feeling of the general community is favourable. Only two of the clergy of the Established Church in the district act in the capacity of managers, but some others are favourably disposed to the National system, while a few render material service to it by their frequent visits to the National schools. The clergy of the Roman Catholic Church are practically favourable, but most of them would prefer a modification of the system. As a class the landed proprietors are hostile or indifferent, though a few grant handsome endowments to National schools on their estates.

District 23, Cavan; Mr. MacCreanor.—The Established Church clergy are generally very much opposed to National schools as before, and there is a very considerable portion of both Established Church and Roman Catholic people moderately opposed to the schools and system.

District 24, Bailieborough; Mr. Bole.—The feeling of local parties in this district, which seems to have been at all times favourable to the National schools, is becoming more so every year, as the good already effected by the schools, and their suitableness to the circumstances and requirements of the country, are being more clearly seen. There is no hostility of any kind manifested to the National schools on the part of any local or religious class in this district. Many of the Established Church clergy, who maintain denominational schools themselves, admit the superiority of the National schools.

District 25, Drogheda; Mr. J. Molloy.—No case of active opposition has come under my notice, and it may be hoped that in time the prejudices of those who have hitherto deprived themselves of the benefits attainable under the National system will be removed.

District 26, Westport; Mr. Seymour.—The general feeling of the laity of all denominations, with the exception of a very few connected with the proselytizing missions of Achill and Connemara, is, as far as can be judged, very favourable; the only opponents of the system are the clergy, and their opposition is entirely confined to words—a great many of those who are adverse to the principle being inclined to make the best of the *status quo*.

District 27, Roscommon; Mr. O'Hara.—So far as I am aware, there is no very decided feeling in the matter, one way or the other—at least among that class from which the attendance at the National schools is drawn. The "*system*," considered abstractedly, is often denounced; and by no class that I have met with so frequently as by the clerical managers of National schools. The lay managers, and the public generally, seem to regard the schools with favour.

District 28, Longford; Mr. Bradford.—The Presbyterians and Roman Catholics, both laity and clergy, are favourable. The clergy of the Established Church are hostile, but the laity of that church are in many cases favourable, and this feeling has greatly increased.

District 29, Trim; Mr. Conwell.—I have not heard of any unfavourable feeling towards the National schools; I believe the parents of the pupils attending them are fully sensible of the great advantages their children reap in being educated at them.

District 30, Dublin, North; Mr. O'Carroll.—Unfavourable feelings are entertained by clergymen of the Established Church, the Roman Catholic bishops, and some of the Roman Catholic priests. The Roman Catholic bishops object chiefly to the model schools.

District 31, Ballinamore; Mr. Kealy.—The feeling of the generality of the laity is in favour of the National schools; the clergy of the Established Church are becoming more favourable daily. Those of the Roman Catholic Church are all anxious to place schools in connexion with the Board, but are opposed to vesting them in the Commissioners.

District 32, Tuam; Mr. M'Sweeny.—The system is popular with the laity of all grades. The majority of the Protestant clergymen are opposed to it on principle; the clergymen of the Roman Catholic Church do not offer any practical opposition, but in most instances they tolerate without encouraging it.

District 33, Mullingar; Mr. D'Arcy.—The National schools in this district being all either non-vested schools, or schools vested in trustees, the feeling of the Roman Catholics is rather favourable. The Protestant clergy, with one or two exceptions, are hostile, as far as I can learn their opinions.

District 34, Galway; Mr. Wilson.—The feeling of the Protestants, clergy and laity, is becoming more favourable to the system, and this owing largely to the admirable results witnessed annually at the public examination of the model school. I believe the intelligent Roman Catholic laity, and many of the clergy, are favourable; but the opposition of some of the clergy is daily becoming intensified.

District 35, Ballinasloe; Mr. Simpson.—I believe that the body of the people regard the system very favourably, and the educated portion of the community—Roman Catholic lay, I mean—consider it a very great boon.

District 36, Parsonstown; Mr. M. FitzGerald.—Generally favourable. The clergy of the Established Church are the only class avowedly hostile, but there are several exceptions among them.

District 37, Maynooth; Mr. MacSheehy.—I have not observed any diminution of the

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sentiment of confidence with which these schools have long been regarded by the mass of the population for whose benefit they exist. No influential opposition is offered to them in this district.

District 38, Dublin, South; Mr. MacDermott.—I understand that a section of the clergy are unfavourable, but happily those gentlemen still continue correspondents with the Board, while they kindly allow their several teachers to be the recipients of the patronage of the Commissioners of National Education.

District 39, Tullow; Mr. Mitchell.—I believe the clergy of the Established Church to be unanimous in their opposition to the National schools in this district. Several landed proprietors also refuse to give any countenance to them; there are two conspicuous exceptions, however—Lord Fitzwilliam and Lord Bessborough.

District 40, Wicklow; Mr. Mahony.—Established Church clergy generally hostile. Roman Catholic clergy, at least negatively, favourable. Presbyterian clergy, in some cases, seemingly friendly, in other cases sustaining schools of an adverse character. Landed gentry sometimes favourable, but more generally indifferent.

District 41, Portarlington; Mr. Graham.—Few parties evince publicly, at least, any interest in the schools.

District 42, Gort; Mr. Cowley.—I have not yet come into contact with any person whose feeling with regard to the National schools is unfavourable. I have heard the landed gentry and the clergy of the Established Church charged with indifference; but the few of those with whom I have become personally acquainted, take a warm interest in the progress of the schools in which the children of their parish or tenants are educated.

District 43, Thurles; Mr. Lawler.—I believe all the Protestant clergymen in this district are unfavourable to National schools. I am not aware, however, of any active opposition to them on their part. On the whole the National system is very popular in this district.

District 44, Athy; Mr. Coyle.—Except two, the clergy of the Established Church all over the district, are opposed to the National system, and have no schools connected with the Board. The two Presbyterian clergymen in the district are favourable to the National system. As a general rule I believe the laity agree with the Presbyterian clergymen, and most of the Established Church laity agree with theirs, in reference to the National system. The Roman Catholic clergy and laity, without exception, manage and direct the National schools originally founded by themselves.

District 45, Ennis; Mr. O'Galligan.—I have reason to believe that all classes are favourably disposed to the working of the National system in this district. The Roman Catholic clergy object, in some cases, to the increase of model schools in other districts, and will not, in most parishes, permit any of their teachers to seek for admission into the training establishment; in other respects they seem grateful for the liberal encouragement afforded to the extension of education in their parishes. The clergy of the Established Church in very few parishes could command a sufficient attendance to secure a salary for a teacher of sufficiently high qualifications; and as the great landed proprietors are, in many cases, unfavourable to the National system, or unwilling to contribute except to a school conducted on sectarian principles, they prefer adhering to a system more in accordance with the views of their influential parishioners. The clergy of other persuasions have few adherents, except in Ennis and Kilrush, and do not require schools for the poorer classes.

District 46, Tipperary; Mr. Potterton.—Generally favourable.

District 47, Kilkenny; Mr. Harkin.—The clergy of the Established Church generally, and a few of the gentry influenced by them, continue to refuse their support. Of these classes, however, some of the most distinguished and influential give their active co-operation; whilst the great mass of the people for whose benefit the system was established, avail themselves of its advantages without hesitation or reserve.

District 48, Youghal; Mr. J. G. FitzGerald.—An unfavourable feeling has sprung up during the present year with regard to the National system, but it is confined to a few managers (Roman Catholic clergymen) of extreme views, and is not shared in by the large majority of managers or by the general public.

District 49, Waterford; Mr. Eardley.—Amongst the Roman Catholic clergy a strong feeling, resulting rather from high ecclesiastical influence than conviction, exists against the model schools. I have not heard any feeling of dissatisfaction expressed with regard to the ordinary National schools. In the former case those most vehement in their censure, are frequently those who are least acquainted with details of the system.

District 50, Enniscorthy; Mr. Dugan.—The clergymen of the Established Church stand altogether aloof from the National schools. The Roman Catholic clergy establish these schools and receive aid from the Board, and yet, with exception of the older members, they do not *espouse* the system. Such a system, however, must always receive but a lukewarm support from professors of particular creeds, and this from its own nature. It is a system for the laity, and is, I believe, by them in heart approved of. This must be its final standing point.

District 51, Limerick; Mr. O'Callaghan.—The feeling is generally very favourable. Many of the clergy however of the Established Church continue their hostility. The Roman Catholic clergy sustain, in almost every instance, the rural schools; but in the cities they prefer to support the Christian Brothers. The Limerick Model School has been exposed to the active hostility of the Roman Catholic clergy for the last three years.

District 52, Newcastle; Mr. Robinson.—The people are all very favourable to the National system of education.

Feeling of local parties with regard to the National Schools; if unfavourable, to what social or religious classes is such feeling confined?

District 53, Clonmel; Mr. Lane.—As regards the laity the feeling of local parties with regard to National schools, is favourable; but some of the Roman Catholic clergy appear to be dissatisfied with the mixed system, and are desirous for denominational grants; and most of the Protestant clergy do not concur in the principles upon which the system is based.

District 54, Tralee; Mr. O'Driscoll.—I am not aware of any opposition having been given to the schools by any parties in this district, with the exception of a few Protestant clergymen, who have schools conducted on different principles under their own management.

District 55, Macroom; Mr. Strong.—All are favourable to the National schools, except a few of the Protestant laity, who are influenced by the clergy of the same denomination.

District 56, Mallow; Mr. MacLochlin.—The laity generally may be said to be in favour of the National system. The clergy of the Roman Catholic denomination are sought to be influenced by the hierarchy in favour of a separate system.

District 57, Killarney; Mr. Macnamara.—In my opinion the feeling of local parties is highly favourable to the National schools, and this good feeling seems rather on the increase than otherwise.

District 58, Bantry; Mr. H. W. M. Rodgers.—In this respect, Protestant clergymen are about equally divided, some being favourable, and some opposed to National schools. Roman Catholic clergymen appear to be generally satisfied with non-vested schools, but the great majority of them look with suspicion on those which are vested. Laymen generally adopt the educational views of their clerical advisers.

District 59, Dunmanway; Mr. O'Connell.—The majority of the clergy and gentry of the Established Church are unfavourable to the National system. It is very difficult to give an opinion as to the feeling of the Roman Catholic clergy.

District 60, Cork; Mr. Sheehy.—I have noticed no change of feeling towards the National system during the last year, except that the Roman Catholic clergy and Bishop of Cork and Cloyne have a strong objection to taking building grants from the Board.

No. 9.—State and Prospects of Education generally in District, as regards Schools and their Teachers.

State and prospects of Education generally in District, as regards Schools and their Teachers.

District 1, Letterkenny; Mr. Hickey.—I find the teachers fairly advancing in intelligence, and desire for preferment in the scholastic profession; the majority in this district being young persons brought up under the National school system of education.

I have found no disposition on the part of the teachers not to look forward to their present pursuits as the means of advancement. Four of the teachers who emigrated last year I understand did so with the intention of following the profession of teacher in the countries of their adoption.

The moral tone of the teachers and pupils in the schools, with very few exceptions, appears to me very satisfactory.

School management, except in three or four cases, is in the hands of individuals, and generally clergymen of the different denominations.

Superintendence on the part of managers I find extremely small, hardly at all appreciable, notwithstanding the undoubted importance of such. In the case of the Rev. Dr. Magee, of Guidore, who has great zeal for the advancement in education of the children of his schools, the results of his supervisions are most remarkable and gratifying; proving how great an impulse co-operation on the part of judicious and zealous managers would give to the improvement of the schools.

The habit of the pupils crowding into the schools at certain seasons of the year, principally in winter, and remaining at home at others (usually more than half the year), upon various pretences, has a most injurious effect on the progress of National education in this district. I know the several excuses sometimes very energetically adduced by managers to be not so conclusive as they might appear.

District 2, Londonderry; Mr. Porter.—My connexion with this district is of too recent a date to admit of my expressing a confident opinion as to whether the teachers are improving as instructors of youth and school-keepers or not. It may, however, fairly be taken for granted, that here, as elsewhere, they are making progress, and that their practice is gradually becoming modified and improved by the influences which of late years have been brought to bear on them. I may say that, for the most part, I have found them ready to adopt and put in practice the suggestions which I made for their guidance.

Instances of dissatisfaction with their position are rare, and when such does occur there are generally some grounds, if not justifying it, at least rendering it pardonable. The operation of the rule which regulates the teachers' salaries by the attendance at their schools presses hard on some deserving men. The average income from their schools of the male teachers is £35 16*s.* 5*d.*, and of the females, £33 10*s.* 9*d.* per annum. In addition to this a good many teachers have income from other sources, such as tuitions, evening schools, land surveying, &c., &c., the emoluments from which have not been included in

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the above averages. I find that 39 teachers receive on an average £5 8*s.* 8½*d.* each from such sources. Several also have farms, others shops, which are looked after by members of their families. Regarding the amount of emoluments from these I cannot speak with certainty, as the teachers to whom I refer have not made any return of them in their annual reports; but in some cases I am aware that they are considerable. Save in one or two cases, and they are exceptional ones, I have not found any teacher depressed by poverty. For the most part, they are able to maintain themselves respectably in their several positions.

The precepts of the General Lesson continue to be inculcated in all the schools in this district. In 76 per cent. of them there is a mixed attendance of Protestants and Roman Catholics, who, as far as my experience goes, associate together in the utmost harmony. No instance of any want of good feeling, arising from difference of opinion on religious matters, has on any occasion come to my knowledge.

There are a few school-committees; but they exercise no oversight as to the working of the schools, which in such cases devolves on the correspondent. The management, therefore, may be said to be wholly individual. There are forty-four managers, of whom nineteen are lay and twenty-five cleric. The character of the management is almost as varied as that of the managers themselves. In not a few cases it is active and useful; in others, if not productive of much good to the schools, it is at least harmless; but in some it can hardly be said to possess even that negative merit.

I am not aware of any impediments to the extension of National education in this district. The number of schools already established is pretty nearly adequate to the wants of the population, and as soon as others are required, I have no doubt that they will speedily be provided. All parties concur in making use of the aid which the state affords; and although there are here and there odd cases of hostility to the system, they have little effect as regards the ordinary National schools.

One of the chief impediments to the improvement of the schools in an educational point of view is the irregularity of the pupils' attendance, the shortness of the time actually spent at school, the frequency and length of their absences, which, being in a great measure a consequent of the social condition of the people over a large portion of the district, can only be improved when the cause itself has ceased to operate.

District 3, Coleraine; Mr. M'Ilroy.—I. The teachers generally are decidedly improved both in school management and method of teaching; their social condition continues much the same. The majority are conscientious and hard-working, and seem devoted to the profession they have chosen.

II. The moral tone of the schools is good, and religious and moral teaching is carefully attended to.

III. The local management continues unchanged. Except in a few cases, the schools are under local committees—parents of the children attending the school. The correspondent, who is generally the clergyman of the prevailing creed, is selected by them. Little or no supervision is exercised by either manager or committee.

IV. Want of local support, particularly in autumn, very much retards the progress of education; this is the only impediment I am aware of.

District 4, Ballymena; Mr. Gillic.—I. The teachers appear to be improving slowly, it is true, in the knowledge of their profession. As far as I can observe they are devoted to their business, and by no means anxious to change it. Their social standing, as I observed in former reports, is not higher than that of farmers of similar means, and their modes of living, dwellings, &c., are what one might expect from their incomes.

II. The principles of the General Lesson are carefully inculcated in all the schools of this district.

Very little attention is paid to the manners of the pupils, who are generally very rude in their language and bearing.

III. Under Presbyterian management there are always committees; but Established Church and Roman Catholic managers take the entire management on themselves, and the latter system appears to be preferable. The committees are composed of the farmers of the neighbourhood; but in the case of schools under the management of individuals, the managers are clergymen or lay gentlemen of high social position.

With very few exceptions the character of the management, as to the amount and kind of superintendence exercised, is very trivial.

IV. No impediments to the *extension* of National education exist in this district, and the only obstacles to its *improvement* are the apathy of managers and the irregularity of the pupils' attendance.

District 5, Ballyclare; Mr. Irvine.—I. *Teachers*, &c.—In this district the schools are, generally speaking, in a prosperous state. The houses are comfortable, and pretty well fitted up—vastly improved within the past five years. Some have been enlarged; some rebuilt; many ceiled, floored, plastered, furnished, and made as good as new. Damp walls have been battened and plastered, rough roofs concealed by clean smooth ceilings, earthen floors have made way for boarded ones, old-fashioned smoky fireplaces have dis-

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appeared, and been superseded by clean, comfortable, and economical stoves; small, low windows have been enlarged, and raised, and the ventilation improved. In short, to enumerate the school-houses which have, in the period mentioned, been very much improved in themselves, their furniture and fittings, would be to begin at the one end of the district and go to the other without passing ten as exceptions.

Most of the teachers are improving and anxious to improve, but still some may be found who do not make as much exertion as the responsibility of their situation demands. Enough time is not given to preparation for school work; taking notes of lessons is not sufficiently well understood, and the value of such work is under-rated. Some are reluctant to employ themselves before or after hours in preparing for the business of their schools; but, on the whole, I am happy to say that the great majority seem devoted to their business, and try to make themselves as useful as possible.

A few may be found, perhaps in every district, of an unsettled disposition, always desirous of change, looking out for schools of higher remuneration, searching newspapers for advertisements of "teacher wanted," getting certificates, and applying for any place that offers. Such unsettled characters seldom do much good; their work sits heavy on them. They take little or no interest in the progress of their scholars, as they expect to be but a short time in the place; not that they desire to give up their profession, but to get a better situation.

Social standing of some is low, but of a far greater number fair or respectable. I have on several occasions seen a large number of the teachers assembled, and I can say that it would be difficult to find in the district a more respectable looking body of men, decently dressed, and well conducted, evidently improving in social standing.

In some places, where the people are poor and schools numerous, the amount of school fees is very trifling; but I blame the teachers themselves in many instances for this state of things. They permit people to fall into arrears which cannot afterwards be paid up, and lead them to believe that it is a matter of no consequence whether they pay or not. In comparing the amount of fees actually received with the numbers in attendance and the rates as entered on the time-table, I find in some cases the teacher does not really receive the one-fifth part of what he reasonably should.

In some cases he is less to blame. I allude to poor places, where money is scarce and very hard to be got. In these localities it would be a desirable thing for managers to raise by some means or other a small fund for the purpose of supplementing the teachers' salary, or rather of making up school fees. I fear, if some means be not used to keep up the amount of fees, it will in many places dwindle down to zero, and just as this point is approached the desire for learning will decrease.

I would like to see a teacher paid by some one or other for every child in school. An active useful manager might raise a small fund annually to assist in doing so. This done, he could easily get a number of sixpenny or shilling tickets struck off, which the teacher would take from children in payment of school fees, but which would be of no use in any other purchase. For these the managers could at stated intervals draw on fee fund, and pay teacher the represented value. Such a scheme would, I think, be accompanied by numerous advantages, and followed by the best results. Four pounds in shilling tickets would thus, at the rate of one shilling per quarter, pay for the regular attendance of twenty poor children for a whole year.

Salary dependent upon Attendance.—The object of the Commissioners in making this rule was, I presume, to rouse teachers to exert themselves in effective working, so as to raise the character of their schools, and thus secure and keep up a good attendance. In general, while teachers work well, their schools will be well attended. But however good the intention of the rule, it often falls short of its object, and instead of producing the desired effect, has quite a different tendency. Lazy or unprincipled teachers may try other means of keeping up numbers—as the admission of free pupils or the falsification of school accounts. Honest industrious teachers require no coercion to keep them to their work. Prudence and sense of duty are sufficiently effective stimulants; but the lazy or indolent, though they may be roused to exertion by some of the lower operating influences, will, as soon as left to themselves, lapse into their natural carelessness, and be ready to adopt the means most agreeable to their disposition and most convenient for their purpose. Besides, people often take advantage of the rule. In some cases they are perfectly satisfied that as the attendance of their children is necessary to secure teacher his salary, their presence is a favour to him and sufficient remuneration for his services.

Dwellings.—In respect to teachers of rural and village schools, it is often very difficult, and sometimes impossible, to find anything like a suitable residence. They are obliged to put up with accommodation far below what their social position would require to keep up a due respectability. I wish to see the day when every well situated, good school-house shall have a suitable dwelling for teacher attached.

II. *Moral Tone of Schools.*—Satisfactory. Due attention is given to the inculcation of a Christian spirit and of good habits. The general lesson is suspended in every school, and its principles occasionally explained, and frequently referred to. Quarrelling among the children seldom or never heard of.

III. *Management.*—Of the 59 managers in the district 34 are cleric and 25 lay; some of the latter are of little use, but they are unwilling to resign the honour of office. They

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know little, and care little about their schools, except when officially roused, and then they make wonderful exertions in the discharge of their duty. Others I have always found willing and wishful to carry out my suggestions, happy to see their schools improved, and to hear of the progress of the children.

Of the 34 cleric, 3 are of the Established Church; 2 Roman Catholic; 26 Presbyterian (5 Unitarians and 21 Trinitarians); and 3 others (1 Independent, and 2 Methodist).

IV. There are no real impediments to the extension and improvement of National education in this district, except, perhaps, that of school committees. These in some cases act as drags on the manager. They incline to prevent improvement from fear of personal expense. On the whole, however, I have little reason to complain, as I have almost always, by some means or other, got them to do what I wanted.

District 6, Strabane.—No return.

District 7, Maghera; Mr. MacDonnell.—I. The teachers are steadily improving as instructors of youth and school-keepers. In every feature connected with the schools of the district a marked improvement was perceptible during the past year.

The teachers appear to be well satisfied with their profession. No trained teacher left the Board's service in the district within the last two years, nor did a single instance of dissatisfaction or murmuring on the part of a teacher come under my notice during this period.

The majority of the teachers are doing their best to improve their classification by working their schools up to the required standard in the first place, and by increased application to study in the second.

Thirteen classed teachers and nine probationers were promoted during the year, and three teachers who had been depressed, for inefficiency in the management of their schools, were restored to their former position. In no case, however, is encouragement held out to a teacher whose school is not in a satisfactory state.

There are now 16 first class teachers in the district, and the number will, probably, be increased at the next examination.

Several of the teachers are in very comfortable circumstances, and occupy respectable social positions. Many of them are men of sterling good sense, and they are all, without a single exception, of irreproachable moral character.

II. The moral tone of the schools is excellent. In every school of the district a Christian spirit and good habits are faithfully inculcated.

III. The local management, with a few exceptions, is in the hands of individuals. Five of the managers are clergy of the Established Church, 18 are Roman Catholic priests, and 21 are ministers of the Presbyterian Church. Of the lay managers 5 are landed proprietors, 4 land agents, and the remainder men of respectable positions in society. The majority of the managers in the district take great interest in the schools. They visit them frequently, and attend to any suggestions made by the Inspector for their improvement. But there are other managers in the district who appear to take no interest whatever in the schools or in education.

IV. I know of no impediments to the extension of National education in the district; but I think it may be much improved by a more vigorous and zealous discharge of duty on the part of the teachers, and an active supervision and co-operation on the part of the managers.

District 8, Belfast North; Mr. Nesbitt.—I. On the whole the teaching staff is very respectable in position, intelligence, and literary acquirements, possessed of strong common sense, with desire and capacity to perform their important duties. Their dwellings are commodious and comfortable, and their pecuniary means enable them to educate their families.

Many of their daughters and some of their sons follow the profession of their parents; but the majority of their sons, as well as most of the monitors trained in their schools, seek other occupations for a future subsistence, the lower salaries not having sufficient attraction for well-educated lads.

II. The moral tone of the schools is, on the whole, satisfactory. The teachers feel that the objects familiar in youth and the language then mastered becomes a life-long heritage, and appreciate on Christian, not on pagan, theology—

> "Nil dictu fœdum, visuque hæc limina tangat
> Intra quæ puer est."

III. The managers, as a body, are either clergymen, or laymen of the upper classes, and pay some attention to visiting duties, but are very denominational in their appointments, and willing to secure any advantage their denominational influence may command.

IV. There is no real impediment to the extension and improvement of education in this district. The schools are, in general, conducted with earnestness, energy, and fair results. The teachers are anxious to raise their literary status and position in class, and many sink under the double exertion of school-keeping and private study.

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The programme of the teachers' study might be simplified by taking only certain subjects in the National school-books for each successive year, say, lessons on political economy and history for one year, animal kingdom for another, vegetable and mineral kingdoms for another; and again, lessons on arts and manufactures, with a repetition of all for the higher divisions of first class; the results would be better, the student would be less distracted, and the time of study would not be prolonged.

The school programme serves as a guide to the teacher in the instruction of his different classes, but is only a poor test for the Inspector in the state of a school's efficiency, as all may be up to the programme, if only kept a sufficiently long time in a class; and as some of the teachers have learned this little trick of their trade, it is needful to take the average rate of progress occasionally of the different classes, and to try how many of a certain age have reached a certain status in the classes.

Competency rather than age should determine the fitness of male assistants. Many boys of fifteen or sixteen years of age are more useful than those of the legal age; and to prevent the loss of such, in cases of *literary* and *conduct* competency, they might be accepted as assistants, with the privilege of classification. A salary lower than third class would not attract any well-educated boy about Belfast to the profession of school-keeping, and hence the majority of monitors leave in their second year.

The nautical or maritime model school is more popular, and has been more successful this year than at any former period of its existence,—the entire number of adults and boys that have passed through it this year being as follows:—

Masters of vessels,	9
Only mates,	8
Second mates,	1
Seamen,	10
Apprentices,	16

with 68 boys, 8 of whom have gone to sea. The cram system—to prepare for the Marine Board's examination—has lost some of its popularity among sailors, and will, it is to be hoped, give place to a scientific course of training.

The want of a suitable place to use charts and nautical instruments is a great impediment to this department; and had a commodious building been erected in a locality convenient to seamen, it would ere this have been a successful and useful school. Mr. Doran perseveres in the performance of duty, though retarded by such obstacles.

District 9, Belfast South; Mr. W. R. Molloy.—I. The teachers of this district, as a body, are improving in *method* and *school management*. As might be expected, this is chiefly noticeable in the younger members of the staff, especially those who have had the advantage of preparatory training in model schools. The beneficial influence of the three model schools—Belfast, Lurgan, and Carrickfergus—in this district, as regards training for the office of teacher, cannot be too highly estimated. It is to be regretted that persons, already exercising the functions of the teacher, who have had no previous connexion with model schools, are unable, owing to the vacations commencing and terminating almost simultaneously throughout the district, to avail themselves of more frequent opportunities of observing the improved methods of teaching and maintaining discipline adopted in these institutions.

The instances of *principals* of largely attended schools acting as *superintendents*, and relying mainly on their subordinates for the active tuition of the pupils, though decreasing yearly, are still too numerous.

With very few exceptions, I consider that the teachers are devoted to their business, as the chosen profession of their lives, and are not anxious to abandon it. They, in general, present a respectable appearance. The average incomes of the male and female teachers of this district were higher than those of any other district in Ireland, according to the last report of the Commissioners.

II.—I believe that a Christian spirit is inculcated in all the schools.

III.—In the nature of the local management there has been little or no change during the year. The number of schools under some of the managers has increased. In Belfast alone, I believe there are upwards of three dozen National schools under the management of three clergymen, who receive for their teachers about £2,000 annually of the public money. It is, I think, a matter to be regretted that two or three clergymen should practically have a monopoly of the primary schools of such a town as Belfast. The instances in which the management is efficient, throughout the district, are unhappily few.

IV. I am not aware of any impediment to the *extension* of National education in this district; the chief impediment to its *improvement* continues to be the necessity for the withdrawal of children from school at a very early age, to earn their bread. The provision for infant education, however, is daily becoming larger.

District 10, Newtownards; Mr. Osborne.—I. The teachers of this district pursue their profession earnestly and cordially, as a useful and honourable one, which they have chosen deliberately, and do not desire to change. There is not more than one instance of discontent, and very few where there is not a sincere desire to improve and to attain a prac-

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tical excellence as teachers and school-keepers. For the most part their persons, dwellings, and modes of living are decent and respectable, beyond what we are entitled to expect from their known means, and many of them occupy a position of respect and influence.

II. There is a good moral tone in most of the schools, and in a considerable number a Christian spirit and good habits are carefully inculcated.

III. There are a number of clerical and lay patrons in this district, who are quite competent to exercise a friendly and useful oversight of the schools; but this duty, except in a few cases, is not zealously undertaken, nor efficiently performed. They seem to think that the sole business of a manager is to correspond with the Board.

I observe of late years a growing improvement in this respect, which I hope will continue.

A considerable number of the schools are under the management of committees. These are composed of the parents of the children resident in the neighbourhood of the schools, generally farmers, and they address themselves principally to the material repairs of the school-house and furniture.

IV. The impediments to the extension and improvement of National education in this district have been pointed out in previous reports, and need no further reference.

The National schools in this district are for the most part fulfilling satisfactorily the great purposes designed by the Government, and desired by the Commissioners—viz., the moral, mental, and social elevation and improvement of the people, and have proved themselves efficient by the practical success in life of a very large proportion of the pupils educated in them.

District 11, Donegal; Mr. Currie.—I. Taking a retrospective glance over my experiences during the past year, I find in them much to cheer and gratify me. The teachers as a body appear to evince a zeal and earnestness in the performance of their duties, alike highly creditable to themselves personally, and affording at the same time the best earnest for the ultimate success of their efforts. Too many circumstances, arising from the outward influences with which they find themselves surrounded, tend to depress and dishearten the teachers; but still the diligence and assiduity with which they pursue their task, amid such manifold discouragements, show unmistakably how firmly and unremittingly they attach themselves to their calling, and adopt it unreservedly as the chosen profession of their lives.

As regards the position and social standing of teachers, I think it is in general good, as I find that, for the most part, they attract to themselves that esteem and respect which should naturally attach to their profession, seeing, as public instructors, they have committed to them the training and instruction of the youth of the country, and with them rests the development of those mental capabilities and moral qualities which are destined in after-life to decide the character of each one's fortune. Still, while it is pleasant to observe this growing appreciation and acknowledgment of the teacher's true worth and position, and to find how, by an almost necessary reaction, it serves to make the teachers themselves, as soon as it comes to be duly perceived and felt by them, yet more eager to merit and retain such expression of public confidence and approval; still it cannot be denied that a portion of the neglect and contempt formerly felt for the office, owing to the marked demerits of their predecessors, still continues to exercise an unfavourable influence upon their prospects and fortunes.

Among the most obvious and trying discouragements with which most teachers find their path strewn, there are probably few that he feels so acutely, and which affect him so sensibly, as the want of a correct perception, and consequent due appreciation, of the value of those services which he is daily called on to render. This manifests itself, as well in the very irregular and desultory character of the pupils' attendance during the entire period of their school life—thereby in a great measure rendering nugatory the teacher's most strenuous and skilful efforts in communicating to them even the rudiments of an elementary education—as in the extremely small addition to his income afforded by the children's weekly payments. Seeing in how few cases any local endowment is attached, it cannot be a matter of surprise that we do not find prevailing among the teachers of this country those evidences of superior taste and comfort which mark the condition of their fellows throughout Great Britain. Still, notwithstanding this very serious drawback, it cannot be denied that in their residences, as in their persons, Irish teachers seldom fail to show a decided superiority over what is found to characterize the individuals of that social class among whom their lot is cast, and to which their intercourse and communion are almost entirely limited.

II. As regards the inculcation of gentleness and forbearance on the part of the pupils in their intercourse and dealings with one another, I think it is but seldom that the teachers are found wanting in this requirement. Corporal punishment has been almost entirely banished from our schools; and the only coercion or restraint used instead consists in the employment of such moral means as are calculated from the first to awaken the child's perception of what is right and becoming, and, by fostering these best principles of his nature, to lay the foundation of a virtuous and sustained character throughout life. Equally commendatory is the spirit evinced throughout our schools among children of different denominations; for while each is being trained up in the tenets and principles of his own church, the acrimony which is almost invariably generated by religious differences is never

found to exist; but there prevails instead all that warm and genial feeling which results from the free intercourse and intercommunion of children where their natures are left free to develop themselves.

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III. In most instances the local management of schools has much in it to censure and condemn, as it is generally discharged in a very loose and perfunctory manner. However, I have to notice that while most of the managers never extend their interference beyond signing official documents, and such like duties of a mere routine and formal character, there are some to be found in this district who entertain a fuller and juster conception of the requirements of their position, and accordingly seek, by their influence and assistance, to aid and sustain the exertions of the teacher, and as far as possible to promote the general interest and advancement of the schools.

IV. There is one particular in which it appears to me teachers fail, for the most part, in their functions, and that is, in keeping up that close correspondence with the parents of the pupils which is calculated to arouse the apathy, and remove the indifference and prejudices arising from ignorance, by giving the parents a true perception of the duty they owe their children. Parents of this class are for the most part too ignorant and untutored to be able to appreciate of themselves the benefits derivable from a sound elementary education, and to perceive how much their children's fortunes, either at home or abroad, are dependent on the extent and soundness of the instruction and training received in their youth. A true conception of the advantages thus accruing is rendered still more difficult from the circumstances in which such persons pass their whole lives, never, probably, having fallen in with one instance of success springing directly from early culture. In connexion with the foregoing remarks, I would observe that, as a general rule, I find that schools which have been organized, so long as they continue under the influence of the organizer's plans and instructions, are enabled to maintain a larger and more regular attendance, despite the many unfavourable influences to which, in common with other schools, they find themselves subject.

Another circumstance which cannot fail to materially affect the nature and character of the instruction afforded in our primary schools is the description of books in general use in them. It cannot be doubted but at the period of the Board's first formation, the lesson books then compiled marked an era in school literature; but amid the general advance which has since marked science and literature, no attempt has yet been made to bring them up to the requirements of the present time. The little interest or improvement that attaches to most of the lessons in the Sequels, especially in those of Sequel No. 1, is a matter so striking and obvious, that in the latest impressions of these books an attempt has been made to remedy this defect, by leaving out certain portions of the earlier editions, and modifying and altering the others. Still, so imperfectly and clumsily has this revision been executed, that the general character of the volumes remains unchanged, and they still stand forth in the list of school-books as works of no value towards furnishing the youthful mind with anything worth remembering. Another characteristic of the lesson books which calls for notice is the frequency of the references to passages of Scripture that occurs in them, as also the introduction of Scripture subjects intimately connected with points upon which churches differ. In the few lessons that occur on natural history in the Third Book, this phase of the books is particularly exemplified; for the writer of the notices referred to is not content to describe the general habits of the animals noticed, and to illustrate these habits and peculiarities by simple and interesting narratives of facts, but he must go further, and give rein to his religious views and feelings, by making such notices subserve the purpose of a commentary on certain passages of Scripture. It is almost superfluous to remark how injurious such a circumstance is to the general use of these books by children of all denominations; for if an opportunity were specially offered to those who are now manifesting the greatest opposition to the principles of the National system, and denouncing it as savouring of a direct purpose and tendency to pervert the youth from the doctrines and observances of the Catholic Church, none better could be presented than what arises from the very peculiarity here noticed, and which, viewing the works as belonging to a system professedly unsectarian in its character, is calculated to mar the ready and confident acceptance which otherwise might have been accorded to them.

Before closing this report I would briefly refer to the recent regulations touching the issue of sale stock to schools, and by which it is sought at once to secure a fuller and more regular supply of requisites, and at the same time to indemnify the teacher for the slow and uncertain return of the money expended in their purchase. By limiting the proposed commission to a certain amount as a minimum, it appears to me that a great deal of the good intended will be neutralized; for it cannot but be readily perceived that there are many schools where the circumstances of the teacher and the general requirements of the pupils utterly preclude the possibility of ordering such an amount at once. Had the minimum been fixed at 10*s.* then, indeed, there would have been little ground to fear the extension of the boon to all schools, however circumstanced, while, at the same time, it would have lessened the public outlay incurred at present in the transmission to depot of parcels for a less amount.

District 12, Sligo; Mr. Kennedy.—The past season, though less unfavourable than the three preceding, has produced scarcely any perceptible improvement in the social condition

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of the persons residing in that portion of Ireland comprised within the school district of which Sligo is the official centre. Over almost the entire district these are engaged in agricultural pursuits. The holdings are small, the land inferior in quality and undrained, and, as a necessary consequence, the people extremely poor. Their lives are a struggle to maintain existence, and it is not therefore to be expected that they will exhibit much interest in the education of their children.

There has been a slight increase in the attendance of pupils during the past year. This increase is more decided during the last three months as compared with the corresponding period of the former year; it may be attributed in part to the mildness of the season, and partly to the children's being somewhat better provided with suitable clothing. In 1862 the average daily attendance amounted to only 47·2 per cent. of the number on rolls; in 1863 it reached 50·6 per cent. In 1862 the average daily attendance was 32 per cent. of the total number of individual pupils whose names appeared at any time on the rolls of the schools within the year; while in 1863 it was 33 per cent. of the same number. This is still small, and managers are sometimes surprised when a new school is about to be established, in being told that with 100 children attending the school and receiving their education there, we must not expect the average daily attendance to exceed 32 or 33.

But while there is a slight improvement in the attendance at our schools, I regret to observe that there is a falling off in the amount of local support. The fees which in 1862 averaged £2 10*s.* 2*d.*, per school, only reach £2 6*s.* 8*d.* in 1863; and of 116 schools for which returns are made there are 58, or exactly half the number, in which the local support from all sources falls under £2 a-year. When in addition to this we remark that 66 of the schoolhouses in the district are provided by the teachers, being in most cases rented, we see how little is done by the public for the support of education. With the exception of little more than 30 schools the teachers are almost entirely dependent on the aid granted by the State.

This is very much to be regretted as the teacher's interests are thus less closely identified with the success of his school than if his emoluments depended, in part at least, upon the payments of the children, and might therefore be expected to fall off, should there be any want of exertion or faithfulness on his part. I scarcely know anything that would be more likely to lead to improvement than the general introduction of the system of paying fees in advance, as in model schools. No matter how low the rate be fixed, if only two pence per quarter, let there be a payment of some kind, and let it be made *in advance*. At present, I fear, in some cases parents consider they place the teacher under an obligation by allowing their children to attend the schools at all.

Over at least five-sixths of the district no aid whatever is given by the landed proprietors; some are even unwilling to allow a house on their properties *to be rented* for a National school. Under all these disadvantageous circumstances teachers cannot be expected to occupy a high social position. They are, I believe, quite as respectable a body of men, and render as much service to the public, as we have any right to look for from those whose remuneration is so inadequate.

The Sligo District Model School was opened for the reception of pupils on 1st September, 1863, the number in attendance on that day being 75. This number has steadily increased and now (January, 1864) amounts to nearly 200 on the rolls. All the Protestant denominations in Sligo are fairly represented, but up to the present time no Roman Catholic children have been enrolled.

District 13, Enniskillen; Mr. James Brown.—It is with very great satisfaction that I have to report a general improvement in the teachers under my superintendence as efficient and faithful in the discharge of their duties. It was my pleasing and necessary duty therefore to select an unusually large number with a view to promotion, and of 22 so brought forward 21 obtained promotion in their classification—17 by the usual Board of Inspectors in the district, and 4 by the Professors in the Training Department. Of those so promoted 3 obtained three steps each in classification, 3 obtained two steps, and 15 one step, making an aggregate increase of £111 on their salaries from the Board, or an average each of £5 5*s.* 8½*d.* per annum.

Whilst the habits of life and social standing of our teachers are not at all commensurate with what is becoming in, and due to, those placed in the highly important position of public instructors of the youth of the country; yet their character and position are, in these respects, as satisfactory, perhaps, as could reasonably be expected from a class about one-half of which in this district are depending on an income very slightly above that received by an ordinary domestic or farm servant.

The management of the schools under my superintendence is exclusively individual; and in not more than five or six cases is it other than nominal. Because of the opposition, too, given by the landlords and gentry, the lay managers, in many cases, are not of the social position to be beneficial as patrons of education.

During the past year the system of National education was brought under the notice of the clergy and gentry of the Established Church in this county, more than formerly, and with a conciliatory influence, but such and so long has been the opposition exercised, that I am not as yet able to report any material change beneficial to the system. In my last report I referred to the disappointment felt by the inhabitants of the town of Ennis-

killen, and of the district generally, at the prolonged delay in commencing the erection of the buildings for the proposed district model school. Since then another year has passed by, and nothing has been done to put within the reach of the people here that higher class of National school education which has been so generally and so highly appreciated elsewhere. This has had a very disheartening influence, and it has been with much satisfaction I have been lately informed that the building of the model school may be expected to be commenced during the ensuing summer.

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District 14, Omagh; Mr. Adair.—I. The young teachers are improving fairly, both as instructors of youth and as school-keepers generally. The majority of the more recently appointed teachers have had "teaching" in view as a profession, and have therefore come to their work with some degree of previous preparation for it, and hence, I believe, the new appointments are becoming more judicious year by year.

The old teachers show but little improvement. There are 8 teachers in the district who are over fifty years of age, and 4 who are over *sixty years*. From these men progress or improvement is hardly to be looked for.

I find in all cases the teachers are given up to "teaching" as the chosen profession of their lives. I do not know one instance in this district in which school-keeping is made a stepping-stone to something else.

Three trained teachers of this district have left the Board's service during 1863, viz., 2 males and 1 female. Of the males, one became a Methodist preacher, and the other emigrated to America. The female teacher married, and removed with her husband to another part of the country.

I am sorry to say the majority of the teachers are very poor, and find it hard to keep up a respectable exterior—such as becomes their profession. The local support given to them, by way of school-fees and endowments, is very limited indeed. The total received as school-fees during the year, in 94 ordinary National schools, was but £256 15*s*. 3*d*., which gives an average for each of only £2 13*s*. 6½*d*. This is less even than it was in 1862. The average amount of school-fees per school in 1862 was £3.

There are only 14 schools in the district having any local endowment, and the total amount of such endowments does not exceed £140.

The average income of all the teachers, male and female, from all sources, in 1863, was £29 9*s*. There are 80 of the teachers whose total incomes are under £30 a year, and there are 35 teachers in the district each of whom has an income less than £20 a year.

The wonder is, not that these teachers are not more respectably dressed, but that they are able to appear at their work with anything like becoming decency at all.

I am happy to say the teachers in general are respectable, and well thought of by those who come into contact with them.

II. I have almost nothing to complain of with regard to the "moral tone" of the schools. The school-rooms are more neatly kept now than formerly. As a rule, they are swept out every evening. The pupils, too, are as tidy as one can expect children in their rank of life to be; and though in all the schools they are of different religious persuasions, they associate together in harmony, and go through their business with the utmost goodwill towards one another. "Prompting in class" and copying one from another have to a great degree disappeared in the schools during the past year.

I am sorry to say that during the year I found two teachers guilty of falsifying the school accounts—entering more as present than were actually in attendance. Both teachers have been severely punished for this conduct—they have both been depressed in classification.

III. The management of the schools in this district is entirely in the hands of individuals, the majority of whom are clergymen or lay gentlemen. A few of the managers are only small farmers. One manager is father of the teacher, and another is father of the workmistress employed in the school. I do not approve of such a relationship existing between managers and teachers, but I find it hard to *undo* what has been already done. The supervision exercised by the managers over the schools is extremely limited in extent. In most instances they limit their duties to the necessary correspondence with the office; many of them never visit the schools at all.

IV. I should be glad to see our teachers better paid from local sources. At present they are almost wholly dependent on their salaries from the Board. If their incomes from local sources were in any degree proportionate to their salaries they would be in comparatively comfortable circumstances.

There are two subjects on which I would beg leave to make a few remarks, viz., gratuities to teachers in organized schools, on account of unpaid monitors; and gratuities to teachers for teaching vocal music.

In my opinion, the organization of the schools should either be made general, or else the system of awarding gratuities to a few teachers on account of unpaid monitors should be discontinued. Many teachers have complained to me (and I think not altogether without reason) that they cannot attain to these gratuities, although their neighbours, for no very well defined reasons, are in the enjoyment of them; that they would gladly have their schools organized, and would willingly undertake and perform the duty of giving

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extra instruction to a class of unpaid monitors had they the prospect of remuneration for doing so.

With regard to vocal music, I would say, it is not every Inspector who is competent to pronounce upon the degree of success attending a teacher's efforts in teaching this subject. To have music properly attended to in the schools, a special visitor, qualified for the office, and duly empowered by the Commissioners to examine and report upon that department, where it exists in schools, should be appointed.

Music is quite as peculiar in its nature as agriculture, and we have Inspectors whose duty it is to visit *only* schools in which agriculture is taught; why, then, not have a similar arrangement with regard to schools in which music is taught?

District 15, Dungannon; Mr. O'Neill.—I. Another year's experience of the district has served to confirm my views with regard to the schools and their teachers as expressed in my report for 1862.

I consider the teachers to be in some degree improving, and they have shown themselves during the past year ready to adopt suggestions intended for their improvement.

I have taken every opportunity of recommending, especially to the young and inexperienced teachers, Mr. Joyce's work on school management, published some months since. Many of them have purchased it, and they will, no doubt, derive much benefit from its perusal.

Only one classed teacher has voluntarily left the service of the Board during the past year. Generally speaking, the teachers appear tolerably contented with their lot, and there is no difficulty in procuring candidates for a vacancy when such arises.

Their social position is, I think, fully equal, if not superior to that held by persons in other pursuits receiving the same income. It is very difficult, however, to generalize on this head.

II. I have reason to believe that good principles are habitually and successfully inculcated on the minds of the pupils.

III. The local management is, almost without exception, individual, the great majority of managers being clergymen. The lay managers are generally land-agents.

A considerable number of the managers appear to take some interest in their schools. There are, however, very few cases in which effective local supervision is exercised.

IV. The chief impediments to the extension and improvement of the National system of education may, I think, be summed up under the following heads:—

1st. The difficulty of procuring an adequate supply of well qualified teachers to fill up vacancies and take charge of new schools. I have remarked above, that when a vacancy occurs there are in general numerous candidates for it. Except in rare cases, such as a large endowment attached to the school, these candidates are usually unclassed and inexperienced. Very frequently, too, the selection is made from among these candidates, not on the ground of merit, but because the person selected possesses some local influence, or is a skilful canvasser.

Under the most favourable circumstances two, or even three years must elapse before such a teacher can have the benefit of a course of training, and in the meantime the school languishes, and loses its efficiency.

I cannot at present suggest any remedy for this evil. The managers, I think, are becoming gradually more impressed with their responsibilities, and it is to them we must look for a more judicious choice in making these appointments.

2nd. The want of effective supervision on the part of the managers. The evils attendant upon this neglect have been so ably pointed out by Head and District Inspectors in former years, that I consider it unnecessary to enlarge upon it on the present occasion.

3rd. The hostility of some of the clergy belonging to the Established Church, and of some of the landed proprietors. This hostility appears to be decreasing year by year, and there is little doubt will soon vanish altogether.

4th. The irregular attendance of the children. This obstacle appears destined to be permanent, and must enter as an element into all our calculations and arrangements regarding the schools, with a view to mitigate its injurious effects.

5th. Although my experience as an Inspector is so limited that my opinion on the point carries little weight, I cannot help offering a few reflections on the question of inspection. While I think it highly desirable that each school should be inspected three times in the year, I consider that at present the districts are too large, and the schools too numerous, for any Inspector to do this in an effective manner. Under the most favourable circumstances as to health, &c., I believe that very few Inspectors can visit and report upon more than 100 schools in the term of four months, and to do this he will find it necessary to inspect two schools daily. Allowing half an hour for travelling from the first to the second visited, he will have about $2\frac{1}{4}$ hours for the inspection of each school. To examine the school accounts, free stock, school furniture, &c., very nearly an hour is required, leaving little more than an hour for the examining of the children, and for writing his remarks and suggestions in the observation book. Such an examination, except in the case of very small schools, must, it is obvious, be hurried and unsatisfactory. The regular routine of the school is disturbed, class after class is taken up, while the children are perplexed by the manner in which they are hurried from subject to subject.

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If it were possible for an Inspector to devote an entire school-day to the examination of every tolerably well-attended school, the inspections would, I think, be productive of more permanent benefit. The school being in its normal state, an opportunity would be afforded of seeing and hearing the classes go through their regular business, and of judging the teacher's *method.* As each class passed before him the Inspector would have the opportunity of questioning the children upon the business appropriated to that time of the day, and in this manner be enabled to form a more accurate estimate of their proficiency in each subject.

While making these observations, I am aware of the difficulties attending any such change as that which I have indicated. It would involve either a reduction in the number of inspections, or a great increase in the number of Inspectors. The former, as already observed, would be undesirable, and the latter is open to objection on financial grounds. I merely wish to point out what I consider a serious defect in a system otherwise highly effective, leaving it for the consideration of those possessing greater experience to decide whether my observations are well founded, and if so, how a remedy is to be applied.

District 16, Armagh; Mr. S. Brown.—I have much satisfaction in stating that education has progressed during the past year in this district. The progress made in one year cannot be very marked, but it is highly encouraging. The average attendance of pupils is above 6 per cent. higher than it was for the previous year; there have been fewer inefficient schools, and the progress of the pupils is more satisfactory. But when we compare the schools of 1863 with those of 1853, the improvement is remarkable and decided, and extends to every particular connected with the interests of education. In 1853 a large proportion of the school-houses were mean and unsightly buildings, ill adapted for school purposes, badly furnished, insufficiently supplied with maps and blackboards, and possessing hardly any other kind of apparatus to add to the value and efficiency of the teachers' labour, or to excite the interest and facilitate the progress of the children. Now all these things are happily changed for the better. Above forty new school-houses of a superior class have been erected, many old ones rebuilt and enlarged, and almost all the others repaired and made comfortable. Ten years ago earthen floors were the rule, now they are the exception—131 out of 144 being boarded, and 88 per cent. of the schools are well or fairly supplied with suitable furniture and apparatus. These things, though they constitute but the externals of education, are of great importance, as a teacher, like any other workman, cannot work effectively without proper tools and appliances.

It is not too much to say that the teachers are as much improved as the schoolhouses. Improved systems of teaching, and improved organization, have been adopted in almost every school, so that decidedly bad schools are now very few, and are diminishing every year. Fifty-four teachers in my district were either trained in model schools as pupil teachers or paid monitors, or were paid monitors in ordinary National schools; and these are among the most intelligent and promising teachers under my supervision. The increase in the number of teachers of this kind is one of the most hopeful signs of progress. In 1858 there were but 12 teachers in my district who had been pupil teachers or paid monitors; in 1863 there were 54. During the same period the incomes of the teachers have been materially augmented, and their social position consequently improved. Their conduct is exemplary. Most of them are earnest and faithful in the discharge of their important duties, thoroughly devoted to their calling, and generally highly esteemed.

The progress of the pupils has been highly satisfactory in most schools. The removals to higher classes for the entire district are 70 per cent. of the average attendance. In the most efficiently conducted schools they are annually about equal to the average atendance. The early age at which children finally leave school, and their irregular attendance, prevent the attainment of very high general proficiency; but before leaving, a very large proportion are fairly proficient in reading, writing, and arithmetic—subjects which constitute the groundwork of a good education.

As this district was not formed till 1858, I cannot compare the attendance of 1863 with that of 1853, but during the last six years it has increased 52 per cent. There are few children in this district of the school-going age who do not attend a National or some other school, at least part of every year. The blessing of a good useful education is now within the reach of all, even the poorest, and the extent to which the public have availed themselves of it is a proof at once of their appreciation of its advantages and of the success of the system. We have good reason to expect that in a few years almost every adult under twenty-one years old will be able to read and write.

There is no change in local management deserving of notice during the past year. Forty-four day and 14 evening schools are under the management of laymen, and 100 day and 13 evening schools under the management of clergymen of different denominations; in a few instances associated nominally with committees, who rarely take any active part in the management. The managers represent every religious denomination in my district, except Baptists, and the members of that communion are very few. I have good reason to be satisfied with the interest which the managers take in their schools; they are proving themselves to be enlightened and liberal patrons of education, and are placing the rising generation under lasting obligations.

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There are no obstacles of a peculiar nature to the extension and improvement of National education in this district. Nothing is required but a firm and impartial administration of the system of mixed education to make it completely successful here.

District 17, Downpatrick; Mr. Patterson.—I. There appears to be, on the whole, steadily progressive improvement in the state of the schools in this district. Had not the means of the people, who are mostly small farmers, been greatly crippled the last three years, doubtless the schools would have still more improved through the expenditure that would have been made upon them.

The teachers, it is gratifying to see, are, as a class, devoted to their business, and sensible that, by taking the proper steps for improving their schools, they improve their own position also. Their social standing, their means of living, &c., are in most cases better than those of their own connexions—in some cases much better.

II. The moral tone of the schools is almost unexceptionably good, the teachers, by precept and example, inculcating a Christian spirit and good habits.

III. Most of the schools are managed by individuals, 43 of the managers being clergymen and 24 laymen. There are several committees, which act in the election of teachers and the collection of funds to defray school expenses; but the superintendence is generally left to the correspondent recognised by the Board. I find the managers most willing to carry out the views of the Board, and ready to make all material improvements in the schools for which they have means. By more frequently visiting the schools, and examining the classes, they would confer still further benefits.

IV. The very industrious habits of the inhabitants of this district, combined with the straitened circumstances of a large majority of them, operates against any great improvement of literary education in their midst. Tenants of small holdings, unable to afford the expense of wages to labourers, yet struggling to maintain a decent independence, are obliged to employ their children on their farms many days in the year, when they would otherwise send them to school, and finally to withdraw them entirely from it at a very early age. Thus, scholastic education is impeded; but it must be admitted that a not less valuable kind, the forming of industrious, thrifty habits, and of an honest, vigorous, self-reliant spirit, takes its place, or rather supplements it. In this kind of education, combined with the fear of God and honour to their sovereign, the people of the county Down are pre-eminent.

A serious impediment to the spread of the *National* system of education is the opposition of most of the clergy of the Established Church, and of many of the landed proprietors. Were these two classes to afford the countenance and support to the National system that they have hitherto done to a rival system, the education of the people would be greatly promoted.

District 18, Monaghan; Mr. Dowling.—I do not offer any general observations, as I was not occupied more than a few weeks in inspection business during the year, and I could therefore only repeat the remarks made in the report for 1862.

District 19, Newry; Mr. Morell.—I. In my reports on schools during the past year there is sufficient evidence, I think, to show that the National teachers are improving, both as regards instructors of youth and school-keepers. Of course, in a district such as this, in which there are over 100 schools, there are some men in whom, owing to old age or natural unfitness for teaching, no improvement can be looked for. This class, however, is not large, and the retiring allowance granted by the Commissioners prevents it increasing.

But one teacher, I find, in this district left the service of the Board during the past year. As a body, I think the National school teachers are content with their situation and prospects. Though the income of the teachers has of late years increased, no great improvement, if any, is observable in their social standing, or mode of living. Their position in society is on a level with that of the ordinary farmers around them, with whom the unmarried teachers generally lodge or board.

II. The moral tone of the National schools is satisfactory. I believe proper attention is given to the inculcation of a Christian spirit and good habits. In no instance, that I am aware of, has a teacher been charged with neglect of the most important portion of his duties.

III. The character of the local management of the schools of this district continues unchanged. There are a few schools under the care of committees, but the management of nine-tenths of the schools is in the hands of individuals, chiefly the clergy of the Presbyterian and Roman Catholic churches; but neither as regards kind or amount is the management as satisfactory as it might and should be. In the great majority of instances the superintendence is loose and ineffective.

IV. In all my previous reports, I entered at some length into the details of this subject, showing that the want of a systematic local superintendence of the schools and teachers is one of the greatest impediments that National education has to contend with. Another obstacle to the progress of education is the irregular attendance of pupils at school,

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When Saturdays, holidays, and the usual vacation are deducted, the number of school days is brought down to 220 in the year; and if from this reduced time the occasional days of absence and the hours made up of late attendance in the mornings are deducted, the actual time the pupil spends within school doors is very short. Again, it is found that the per-centage of the daily average attendance to 100 average on rolls is below 55; yet the actual attendance falls even short of this, for in many of the National schools, more particularly in those schools situated in the neighbourhood of factories, or where rail-roads or other public works may be going on, many of the pupils leave school at one o'clock —after the rolls have been called—to bring dinner to the father or other relatives who may be employed at these works. When these circumstances, which shorten so much the school life of the pupil, are considered, it is a matter of surprise that the education of the young of the labouring classes is so far advanced as it is found to be. The blame in this matter must rest with the parents themselves, they chiefly can abate and remove altogether the evil, but this evil must continue so long as they place so little value on the benefits of education. As suggested in a previous report, something might be done by the Commissioners to increase the school time of the pupils. The vacations are unnecessarily long, and there is no reason whatever that Saturday, so far as secular instruction is concerned, should be a lost day, as it now practically is. I would recommend, therefore, that the ordinary vacation throughout the year should not exceed one month, and that on Saturdays the school should continue open for at least three hours for secular instruction.

District 20, Ballina; Mr. Healy.—I. The teachers, with few exceptions, seem to be becoming more alive to the importance of having the course of instruction and proficiency of their pupils brought to a more respectable standard. The best evidence I can adduce in favour of the increased earnestness of the teachers is a comparison of the removals from class to class effected during the past year, with what they were in 1862:—

	1862.	1863.
Per-centage of removals to daily average attendance,	53 per cent.	65·5 per cent.

The foregoing shows a satisfactory advance, and proves that the teachers are becoming more earnest and painstaking. In several of the schools the promotions for the year exceeded the daily average attendance. No doubt most of the teachers stand low in the scale of instructors; still, taking the peculiar state and position of the district into account, their shortcomings must be viewed leniently. The late education census brings out in fearful relief the state of education in Mayo, showing as it does that 66 per cent. of the population are ignorant of the merest elements of learning. In such a state of society, therefore, we must be satisfied, for the present at least, with teachers of very humble acquirements, and endeavour to effect as much good as we can with the materials at our disposal. Here we have a virgin soil, and as yet but rude instruments to employ in its amelioration, still the work is fairly begun; time and perseverance will effect wonders. It omens well for the future to find that a spirit of honourable rivalry exists among the younger teachers on the score of classification and state of their schools, and as it is to these we must look if we hope the next education census to record a more cheering picture than the last, I have thought it a duty I owed to the public to be more searching, nay exacting, in the inspection of their schools than of those under old men, on whose part improvement is all but impossible. I regret to say that the rural schools in charge of females are, with two or three exceptions, very inefficiently conducted. The returns before me show that in schools of this class the promotions for the year were only 46·7 per cent. of the total daily average attendance, while in the schools conducted by male teachers, old and young, the per-centage of promotions was 75·4. Unfavourable as is the contrast in the matter of removals, the proficiency attained in grammar and geography—but in a special manner in arithmetic—would, were it tabulated, tell still more strongly against the efficiency of the majority of the female teachers. The result of my experience is that *mixed* schools should not be in charge of females.

The teachers appear to have chosen their profession as the business of their lives, and to be devoted to it; yet if a more lucrative business offered some of the younger teachers would, I have reason to believe, leave the Board's service, not, it is right to say, from any spirit of discontentment with the treatment they receive from the Board, but from the peculiarly isolated position they occupy, and the miserable *local* support afforded them. Their means of living are nearly solely confined to their salary from the Board, and when it is stated that 76 per cent. of the principal teachers in the district do not rank beyond third class, and 52·2 per cent. not beyond second division of that class, it will at once be seen that their personal comforts must be few, and their dwellings of a low order. Notwithstanding, strange as it may appear, I am able to state, from minute inquiries I have made, that they, with a few exceptions, contrive to steer clear of debt, and to maintain themselves in humble though scanty independence.

II. The inculcation of a Christian spirit is general; the teachers practically exemplify the teachings of Christianity, lead blameless lives, are good members of society, obedient

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to the laws, and respectful in their demeanour towards all with whom they come in contact. Such conduct on their part cannot but be highly beneficial in the moulding of the present and future conduct of those over whom they are placed. Were better habits of order and cleanliness established among the pupils little would remain to be desired under this head.

III. The management is individual, and is principally confined to the Roman Catholic clergy. In but very few cases is it anything but nominal, being confined to an occasional visit to the schools. It is but right to say that this defect arises more from want of leisure on the part of the managers than from carelessness, as I find nearly all to be very solicitous about the successful working of their schools. They seem, however, to be too much under the impression that the efficiency of the schools nearly solely depends on the vigilance of the Inspector. Such an opinion, however complimentary to the Board's officers, is very erroneous, as, no matter how zealous and active Inspectors may be, nothing can make amends for absence of active and interested local supervision.

IV. The National system is nearly co-extensive with the district—its non-extension to localities in which schools do not already exist arises either from the inability of such localities to provide and furnish suitable school-rooms or from the landed proprietors prohibiting the establishment of National schools.

The impediments to the improvement of education in the district spring from various causes, such as the irregularity of the pupils' attendance, the poverty of the people, the want of local employment for educated labour, want of books for home-study and school-purposes, and want of sufficient earnestness in the teachers, arising from want of local encouragement; nor to the foregoing must we neglect to add the, in general, most unsuitable character of the school-rooms, furniture, and fittings. The existence of this last defect is much to be deplored, as it is evident that neat, well-furnished, and respectable school-rooms could not fail to excite among those frequenting them a taste to improve their houses, which, it is not too much to say, are at present a disgrace to any society professing to be civilized. The state of the human residences here is really lamentable; hence good school-rooms are more required than in localities where comfortable houses exist, as they would serve as models to the neighbourhood, and be eminently calculated to elevate and refine the *tastes* of the young.

The non-payment of school-fees I look upon as being most detrimental to the interests of education, so much so that I am satisfied no increase of salary or endowment by a patron is calculated to make amends for their absence. Payments, however small, would ensure steadier attendance, would make both parents and pupils more solicitous to receive the greatest possible value for their money, and at the same time would foster a spirit of independence and self-respect among the pupils. The teachers, finding their support to depend even partially on individual payments, would each exert himself to gain the esteem and confidence of the people around; each would emulate his fellow to effect rapid proficiency, and thus realize increased attendance and increased support. Besides, the want of local supervision, so much and justly complained of at present, would indirectly be remedied, as *paying* parents would infallibly carefully note the character of the teacher's attention to duty. In conclusion, I beg to offer it as my opinion that the payment of school-fees, however small in amount, should be made a condition of the continuance or the awarding of the Board's grants.

Want of method in teaching given subjects being so common among teachers I beg leave to suggest that one paper on method, &c., be drawn up for each future written examination, and that further details on school-keeping be entered into at the oral examinations. Unquestionably a remedy is required for the thoughtless, routine, and very faulty system of teaching, which is unfortunately so prevalent in many of our rural National schools.

District 21, Swineford; Mr. Roantree.—I. The teachers of this district have, during the past year, improved a little in the art of teaching, very little in that of school-keeping. The slight progress made in the latter is due partly to the existence of a strong prejudice in favour of old and seemingly easy modes of conducting their schools, and partly to a deficiency in the technical skill that would enable the teachers to turn to the best account the insufficient and imperfect material appliances at their command. The suggestions and advice of the Board's officers may improve the present very defective system of school-keeping; but I am convinced of their inadequacy to effect its complete reformation. Even the excellent "Handbook of School-management," published within the year by Mr. Joyce of the Central Model School, has, except in the hands of one or two zealous and intelligent teachers, failed to produce any appreciable improvement in the organization of the schools of this district. The truth is, improvement in this respect is not made, because the teachers believe it impossible with the means at their disposal, and they have never seen examples of its realization under circumstances similar to their own.

II. A tendency to deceit and untruthfulness, of which I have met with some instances, is the only striking moral defect that I have observed in the schools. The utmost harmony exists among the pupils, and between them and their teachers kindly and affectionate feelings appear to prevail.

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III. The schools are under the control of individual managers, 26 of whom are clerical, and 18 lay. In the majority of cases the management is little better than nominal. A few managers call at the schools more or less frequently; and one or two clerical managers, whose professional duties are as onerous as those of any other clergyman in the district, and might afford a fair excuse for their omitting to visit the schools, exercise a supervision over the instruction, and occasionally examine the classes.

IV. The difficulty existing in some very poor localities, of providing suitable school-houses, is, in this district, the only impediment to the extension of National education. To its improvement the chief obstacles are, first, the poverty of the people, and their rude system of agriculture, to which causes mainly are traceable late coming to school in the mornings, general irregularity of attendance, and premature withdrawal of the children from school; and, secondly, deficiency in literary attainments and in professional skill on the part of the teachers.

As to the first of these classes of obstacles, we can hope for little more than the mitigation of its effects. And in this district there are not wanting examples of the extent to which the special efforts of the teacher, and his general efficiency as a public instructor, are capable of inducing the poor people to sacrifice, for the sake of their children, the advantages they derive from their labour, of checking the evil of irregular attendance, and of protracting the school-going period of the pupils. This leads naturally to the consideration of the means of removing the second impediment—naturally suggests the question, how are the necessary improvements to be made in the qualifications of the teaching body? I still hold the opinion expressed in former reports, that for this object an extension of the term of training is most desirable. Obviously, no teacher is fit to leave the training institution and enter upon the active duties of his calling, until he has given practical proof of his ability to organize a National school, and to teach, according to approved methods, the ordinary subjects of elementary instruction.

I am also of opinion that greater difficulty should be placed in the way of the admission of imperfectly qualified teachers to the service. Too frequently a good moral character, being barely able to pass an examination in the course prescribed for probationers, and being a native of the parish where a vacancy in a National school occurs, are the only qualifications which managers require in the persons whom they appoint to the charge of their schools. Several such persons have, within the past year, been selected as teachers in this district; while a number of monitors of good character, after years of special preparation for the office of teacher, have, for want of suitable employment, been obliged either to abandon the profession of teaching, or to set up adventure schools. Perhaps the best means of counteracting the evil effect thus exercised by local influence, in the interests of the schools, would be to raise the standard of qualification prescribed for probationers. Certainly, candidates for the situation of teacher should be superior in attainments to the fourth class pupils of a National School, and yet a comparison of the school programme with the programme of study for teachers, shows that the *minimum* amount of knowledge required from children of that class, is, in some branches, higher than is required from young men and women who aspire to be their instructors.

District 22, Boyle; Mr. J. W. Rodgers.—I am happy to be able to report that the education of the humbler classes in my district, continues to make steady progress. Some of the teachers have succeeded during the year in obtaining higher rank, and a corresponding increase in their salaries from the Board. A few others, who occupy a respectable position both as regards acquirements and skill, have been added to the staff, and many more, alive to the importance of their duties, are exerting themselves not a little to improve their schools in character and efficiency. It is still matter for regret that the qualifications of a goodly number are of a rather low order, 86 of the 138 who are in receipt of salary being either in the lowest class, or on the probationary list. At the same time it should be known that many third class teachers are doing a large amount of good, and that, as regards results, they will sometimes bear favourable comparison with parties of higher pretension. I may mention a gratifying fact in proof of this, which came under my notice some months ago. At the competitive examination in May last, my district supplied nine candidates for admission to the Albert Agricultural Institution; two of them received their education previously from a teacher who ranks in the highest division of third class; and, although opposed by young men whose advantages might be naturally supposed to have been much greater than theirs, and required to possess a considerable knowledge of agriculture, both were successful, securing at the second and more searching examination held at Glasnevin, in relation to all the candidates examined—one the eleventh place in order of merit, and the other the seventeenth.

My returns for the past year show an increase in the number of schools, in the number of children in daily average attendance, and in the amount of knowledge exhibited by the pupils examined. It may be worth while to remark that, while the gross number on the rolls, and the numbers in the advanced classes, were considerably larger at the close than at the commencement of the year, the number in the first class had somewhat diminished—a fact which may be regarded as indicative of progress when taken in connexion with the per-centages of proficiency, which are, for the most part, higher than in 1862.

The amount of local pecuniary aid afforded to the schools is unfortunately on the

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decrease, the annual average for each school amounting to only £4 7*s.* 6¾*d.* The circumstances of the country are such that no great improvement can be well expected until the landed proprietors become more interested in the educational advancement of their tenants, and come forward to supplement the Government grants. At present, with a few honourable exceptions, they manifest very great apathy, and without contributions from them, the salaries available are not sufficiently large to secure the services of well qualified teachers. I am of opinion, however, that the Commissioners might, with beneficial results, make the endowments they give contingent on the payment of a certain definite sum for the support of each school. As matters now stand, no effort is made to provide adequate remuneration for teachers, because it is well known that such effort is not necessary to obtain the Board's aid.

No important change has taken place in the management of the schools here. It is vested wholly in individuals. Some of these take a lively interest in the schools, a few contributing liberally to their support. The general management, however, is not so efficient as could be wished. It appears to be the prevailing opinion that the secular instruction imparted is looked after quite enough by the Inspector, and the duty of examining the classes is left in a great measure to him. This need not be regretted much, as frequent interruptions of the order of business cannot fail to be injurious. But, apart from the examination of the classes, there is a wide field for the exercise of the manager's functions, which has been little more than entered here, as may be gathered from the fact that 36 of the teachers are left to pay a rent for their schoolhouses themselves, these rented houses being, in all respects, most unsuitable for educational purposes, and, as might be expected, most ungainly and repulsive in their appearance, ill-lighted and ill-ventilated, and failing sometimes even to afford sufficient class-room for the children who frequent them.

District 23, Cavan; Mr. MacCreanor.—I. The teachers and teaching power are improving, and appointments are now made by competition generally, or at least only after a preliminary examination by the Inspector in this district. The number of aspirants now, too, is large, and many of them are well or fairly qualified, though five years ago here it was necessary to procure qualified young teachers from other districts. Some of the appointments in 1858, 1859, and 1860 were below the desired requirements, but all are now classed, or will be at next examination, if they continue as at present.

II. I am glad to have to state, that in this district, the most perfect harmony and good will exist both among the teachers and pupils in the National Schools, and between these and the people of the several localities in which they are situated.

III. The local management is by individuals, whose social position in almost every case entitles them to act as such; but their superintendence is merely nominal, save a few of the clerical managers, who seem in earnest and anxious about the education of the youth, and about their training and improvement in the highest sense. Many managers seldom or never visit their schools.

IV. The improvement of the education given in the National schools would, I think, be greatly forwarded by leaving the Inspector a more free and trusted missioner than at present, as soon as it is known that he is fit for the important duties of his office. He should be required to report carefully on all breaches of rules and instructions of the Board, and to act faithfully as the Board's agent in the district assigned to him. He should also look efficiently after the regularity of opening schools, teachers' attention to school accounts, time-table, cleanliness, order, training of pupils, and whatever may be of advantage to the public in connexion with the National Schools. I think it injudicious, however, to bind him to report, *even in the schools*, the hours and minutes of his visits, and all his movements. A trusty person, fit for the office of Inspector, will not be improved by such a regulation, any more than would a Head Inspector, or any other honest man or gentleman. Any sensible person will be sure to keep himself safe on this head, as well as on other points by which work is checked or generally measured in the office, even at the certain expense of the improvement of teachers, schools, and pupils. Again it is not the *number* of primary or secondary reports elaborately made out, with a certain amount of formal statistics *in each* that may tell well in the office, that will most improve the schools and National education; for, I feel certain that much more real good may be effected in a *free* visit of an hour's duration to a school, with a mere incidental visit report, than one of three hours' duration where special notings are necessary. A short report should do as well as a long one to show the Inspector's work in a school, where all was going on fairly, and should do equally well for *marking up* as an official record; but if the longer form be insisted on, the time is spent on it that could be much more advantageously spent in teaching, in practical hints in class, or in pointing out defects. Of course, I do not mean that there should not be reports, careful, extensive, particular, and accurate. No, it is the *number* of them of a particular class, and the term arrangements that I consider objectionable. There should be at least one report each year, fully representing the whole business of the school, and on the occasion of the inspection for this report it is desirable that the manager should attend, and that the parents of as many of the pupils as possible should be present. To make this inspection at a season when the pupils could be met in greatest numbers would be a long day's business, but it would be really worth more than three of the ordinary inspections

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made at present. Terms of inspection in this country, to be at all equal or of any regulating effect, *must be half years*, for the busy seasons render any other arrangement highly injudicious or useless. It may be seen that there is more inspecting time in the second term at present, than in both the first and third added together. Besides, during the first and third terms the attendance is only for about one month in each of such numbers as would fairly warrant the making out of the principal report of the year. If half-yearly terms were adopted, and one full, searching, and public examination made on each school annually, with freedom to the Inspector to use the incidental or secondary forms at pleasure for his other visits, he would be enabled to make four inspections or calls, on the average, to the schools of his district annually. This would enable the Inspector to be more vigilant and more useful, as he would see the remote schools much oftener, and could spend much more time in teaching, in giving practical hints in class, and in pointing out and correcting errors in method which might present themselves. This would afford an opportunity to the Inspector in many instances to get through his business more comfortably and peacefully, and consequently more usefully; as the perpetual notes, returns, observations, and tabulations would not then be constantly haunting, and urging, and hurrying him, as they are at present.

As to the Inspectors' annual report I have only to say that *many* of the long days of the sixty Inspectors spent on it, amounting to about two years of the time of one Inspector, could be done in much less time by a junior clerk from the teachers' annual returns. The teachers that send wrong-filled returns cause much additional delay and trouble to the Inspectors, and should be cautioned *by a notice printed on the face of their forms*, to check them carefully before sending them to the Inspector, and that they should have them sent so as to reach him by *the 7th of January* in each year. These observations are my candid opinions, and are most respectfully set down here as dutiful suggestions.

District 24, Bailieborough; Mr. Bole.—The main feature to be noticed with regard to the schools of this district for the past year is that, though having to encounter an unusual amount of difficulty and discouragement arising from irregular attendance of pupils, caused by the late and unpropitious harvest, and by the great and increasing poverty of the people in most localities, they have maintained a course of steady progress, and have on the whole been successfully accomplishing the work for which they were designed. In the early part of the year, and again in summer, the attendance was very good, and the schools were in every respect in a flourishing state; but in the latter part of the year the attendance was unusually low, and of course the usefulness of the schools was for a time impaired. In the latter part of the harvest the exertions of the farmers were taxed to the utmost to save their crops, and with the poorer classes there was in many places a struggle for the bare means of subsistence, which caused the education of their children to be for the time kept out of view. It has been often represented to me by those whose means of information were beyond question, that numbers of poor children who had been in the habit of attending school were obliged to be kept at home for no other reason than that they were destitute of clothing in which they could present themselves at school. However the adverse operation of these causes seems to have passed away without leaving any result permanently injurious to the schools, which are speedily recovering their former prosperous and advancing condition. The teachers have continued to devote themselves with zeal and assiduity to the discharge of their duties, and are, almost without exception, firmly attached to their calling, and ambitious merely of attaining an honourable position in the Board's service. The only circumstance which prevents me from being able to report of them in terms of unqualified approbation is that during the year I was obliged to bring under the notice of the Commissioners several cases in which teachers had been guilty of deception in their returns of attendance. Still, these cases were extremely exceptional in their nature, and in most of the individual instances referred to the offence committed was itself an exceptional occurrence, in which persons of otherwise unblemished character and strict integrity were led by a temptation which proved too strong for them to commit a fraud of the full magnitude of which they were not at the moment perhaps fully conscious. The regulation adopted by the Commissioners of making payment of the salary to which a teacher is by classification entitled contingent on the attendance in his school coming up to a certain standard, forms a temptation of the force of which any one not conversant with the circumstances of the teachers can form no just conception. More particularly is this the case when, as at some periods of the two past years, the falling off in the attendance is universal, and caused by special causes beyond the teacher's power to control. A respectable classification under the Board is the result of much toil both in acquiring and imparting knowledge; to gain it a teacher must not only devote himself long and with assiduity to his studies, but he must keep his school in a satisfactory state, and show by his success in the instruction of his pupils that he is deserving of promotion. It may be safely said that in most cases such a classification is only to be attained by years of sustained and diligent exertion, all directed to the sole object of reaching it. When gained, it affords the teacher slender enough means of supporting his family, and to it alone they have to look for subsistence; and it must be confessed that in the prospect of seeing his income curtailed, though so hardly gained and barely sufficient for support, and that through no fault of his own, and in spite of his greatest efforts to keep up a good attendance, there is a very

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strong inducement to adopt a means, apparently so simple, as the alteration or false entry of a few figures, to secure the amount of salary to which he considers himself entitled, and to keep away want from his dwelling. I have often felt deeply grieved for those whom I had to report as guilty of such an offence in circumstances such as these, and unless in very flagrant cases, have endeavoured to bring to view also the extenuating points of the case, and I am convinced that such an offence will be but rarely met with again in this district, and that teachers, when the attendance falls, notwithstanding their efforts, will choose rather to throw themselves on the forbearance of the Commissioners, trusting that stringent measures will not be adopted towards them when they are not charged with any fault or neglect of duty.

The social standing of the teachers is generally respectable, though they have much difficulty in deriving a decent maintenance from their very limited income. In most of the country schools but little fees can be got from the children, and the instances in which these are supplemented by local subscriptions or donations are very few, so that the teachers have mainly to depend on the Board's salary for support.

The moral tone prevailing in the schools is all that can be desired. Such a thing as quarrelling or making use of offensive expressions on sectarian grounds is utterly unknown, and in this respect the National schools must be acknowledged to have effected a large amount of good throughout the country.

The managers in general continue rather lukewarm and inactive, so far as any exertion for the welfare of their schools is concerned. There is, however, rather an improvement than otherwise in the interest which they feel and express regarding the schools, and I find most of them willing cordially to co-operate in any measure designed for their benefit so long as they are not themselves called upon for any active exertion or expenditure. There are some who do all in their power to encourage and assist the teachers, and who perform the duties of a manager's position in a very satisfactory manner. Most of the managers are hardly aware how much influence they could exert by a little attention and supervision, which would cost them no appreciable amount of either time or trouble; and if they exercised the oversight on teachers and schools, which they easily might do, the periodic inspections of the schools would be rendered much more effective.

Much benefit will result from the arrangement recently adopted, to allow a small comission to the teachers on the sale of books, when the money for the purchase of them is advanced by themselves. Teachers have often complained to me that they always suffered a loss by the sale of books, sometimes from the pupils failing to pay for them, and at other times from having to give such articles as pens and pencils gratuitously. Besides, it was too much to expect teachers to advance money which they would receive back slowly and gradually, when they themselves required it to keep themselves supplied with the necessaries of life. It will be found that for the future the schools will be better supplied with sale stock, and the amount allowed to the teachers will not be more than a moderate compensation for occasional losses, and the inconvenience of parting with their money for a time. Another great advantage would be gained if arrangements could be made for sending book parcels free of expense to any railway station in Ireland as well as to the several Inspectors' depôts. Though there is no railway station within ten miles of the centre of this district, there are ten stations in different parts of it at which a large number of schools could receive their parcels with advantage, and there is not one of these which would not be equally convenient for schools in other districts as well.

I have been long of opinion that the course of reading books at present supplied to the National schools is much too extensive, and that instead of eight or nine reading lesson books as at present, it would be much better to have a series of five books, and instead of six classes in the schools to have five classes corresponding to those books. The First Book might be made to contain, along with what at present constitutes it, the first section of the present Second Book; the Second Book could be formed from the best lessons of the remainder of the present Second Book and of Sequel No. 1; the Third Book from Sequel No. 2, and present Third Book, leaving out some lessons which might be advantageously omitted; the Fourth Book could remain pretty much as at present; and for the Fifth Book could be substituted some such selection of extracts for reading as we have at present in the Literary Class Book, while the matter of the present Fifth Book could be advantageously published as two or three handbooks on the subjects treated of in it. With such a series of books, and five classes corresponding to them, and with a slight modification of the school programme, that most desirable result could be attained, of having a fair proportion of the pupils attending our schools enrolled in the higher classes, and receiving the course of instruction prescribed for these classes. It might fairly be assumed that any pupil with an average amount of ability, and remaining a reasonable time at school, would reach the highest class, and that a large number of the pupils who leave the schools finally, would, at the end of their course, be struck off the fifth class roll. It is somewhat anomalous to find in this district of 7,988 pupils on rolls at the end of the year only forty-two in the highest class, and in this respect I believe this district is not disadvantageously circumstanced as compared with most others. Besides, this state of affairs is likely to mislead any one who does not know that fourth class is in reality the fifth class, and that the fifth class is really the sixth, and also, that in most schools the fourth class is in reality the highest class, there being few in this district or within the range of

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my experience in which any attempt is made to form a fifth class. I have spoken on this subject to a large number of intelligent and experienced teachers, and all have concurred in stating that such an alteration would be very much for the benefit of the schools, and would be gladly received by the teachers.

I have had much reason to be satisfied with the conduct and efficiency of the large staff of paid monitors employed in this district. All, so far as I know, are looking forward to the employment of teaching, and they could not have a better preparation for the office than is afforded them in the apprenticeship through which they are passing. Teachers are becoming more and more alive to their duties in relation to the monitors placed under their charge, and are becoming more assiduous in their instruction. Written exercises are in all cases regularly executed by the monitors as part of their extra instruction, and with the best results. I can safely repeat an assertion made by me in a former report, that from no class of persons in their service do the Commissioners, in my opinion, receive a larger amount of valuable work, in proportion to the amount paid for it, than from the paid monitors. I am pleased to be able to add that, with most managers, the fact of having served as a paid monitor forms a strong recommendation to any one seeking for appointment to the charge of a National school.

There cannot be said to be any peculiar impediments to the advancement of National education in this district. Here, in fact, the system has attained a very extensive development, and has become firmly established, having gained a hold on the minds of all classes of people which it would be difficult seriously to shake. No one can fail to be conscious of the good which the National schools have effected, when he contrasts the state of primary education throughout the country with that which prevailed in a former generation. Such a thing as violent or factious opposition is not met with here in any quarter, and I have much satisfaction in my official intercourse with all concerned in the management of the schools and interested in the progress of education among the people.

District 25, Drogheda; Mr. J. Molloy.—I. The teachers, as a body, continue to improve, and are, I have reason to know, giving more general satisfaction to the parents of the children.

In past years I had occasion to complain that the junior classes were, more or less, neglected; however there is a marked improvement in this respect, as will appear from the following per-centages.

Proportion per cent. in each class to total number on rolls:—

	1st.	2nd.	S¹.	S².	3rd.	4th.	5th.
In January, 1860,	41·3	28·	7·5	7·2	10·8	5·1	0·1
In January, 1864,	38·	26·	8·5	8·1	12·4	6·6	0·4

The conduct of the teachers, and their appearance in public, so far as they came under my notice, were very creditable.

II. In every school in the district, a portion of the day is given to religious instruction. I have invariably observed, that the children are respectful and obedient to their teachers; they are becoming more orderly and punctual in their attendance.

III. The management is, with a few exceptions, individual, and I regret to add, in too many cases, anything but effective.

IV. I have no special remarks to offer upon impediments to the extension of National Education.

District 26, Westport; Mr. Seymour.—I. One circumstance which should be always kept in sight, when estimating the educational progress of this district, is the difficulty of keeping up here a staff of efficient and improving teachers.

This difficulty arises from the nature and circumstances of the district itself. Its remoteness, small arable surface, and particularly wet climate; besides the general denial of pecuniary aid from the managers or pupils of the schools must needs confine the ranks of its teachers to the natives of this part of the island; those of them, moreover, who rise above the common level of intelligence or attainments, generally effecting their escape to some more promising region. Hence the small number of high-classed teachers (one of first and a few only of second) in charge of the few superior schools in this district; and the larger proportion of young probationers who as soon as they get classed will, if they cannot actually leave the district, at all events be changing about from school to school, to the no small detriment of both schools and pupils—the more so as incapable persons are often appointed to succeed those who leave.

Out of 75 schools in operation at present, 28, or more than one-third, have between them an average attendance of only 24 pupils, a very strong reason under the present rule of averages why teachers highly classed should avoid them, and also why the teachers at present in charge do not care to attain a higher class.

It is not surprising if under these circumstances, and without adducing those exceptional cases of an exceptional case, the islands of Mayo, in one of which the ex-policeman and sometime American traveller in charge of the National school lives most of the year in daily dread and nightly expectation of being buried in the ruins of his cottage, and whose weird countenance is the reflex of his situation; and in another of which the teacher, a

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strangely simple and unsophisticated person, lives *penitus toto divisus orbe*, twelve miles from any shore, and daily collects his twenty scholars in a cabin of the smallest dimensions.

Without, I say, including such cases, or the case of Inishshark, where the sea often sweeps over a hill 300 feet high, and from which the teacher comes once a month (weather permitting) to see her mother, it cannot be surprising that in most of the teachers of this district uncommon hardship should be suffered to condone for defects which under more favourable circumstances might go far towards disqualification.

That their devotion to their profession should be great is not to be expected either, and accordingly I have not, except in perhaps five or six cases, seen much indication that the fact was so; but certainly neither can I say that I ever observed an instance in which a positive distaste for the employment was manifested by a teacher.

The social status of those instructors of youth is rather low, and they are not held in much respect by the community at large. This is certainly not the result of bad character or behaviour, for in both respects they are unimpeached; but simply from their limited means, which forces many into debt, and consequent loss of caste, a result that follows also in some degree from the occupation, such as driving "cribs" of turf, &c., to market, in which they are occasionally engaged. In the towns and in a few respectable neighbourhoods, a little is made by tuitions, and the "grass of a cow" is sometimes given, but in general their means end with the Board's grant. Their mode of living is extremely frugal, and their dwellings little better than those of the ordinary peasant class.

II. With reference to the moral tone of the schools in this district, I am happy to say that my impressions have hitherto been decidedly favourable. No breach of morals, nor even of school discipline has come under my notice, and the general deportment of the children is *prima facie* evidence in proof of their customary good conduct. That such should be the case among the simple rural population may not be a matter of surprise, but that the rule should hold good among the pupils of the town schools, which are of course much more exposed to noxious influences from without, is a matter for some congratulation, and must certainly be referable, in a great degree, to the correct example, as well as the moral instruction, afforded by the teachers. In those schools, too, in which the children of various denominations are mingled together, I have reason to know that a strictly Christian spirit predominates, and that any thing like a feeling of sectarian animosity, should it ever show itself (which I think is a purely imaginary case) would be instantly repressed and signally punished.

Religious instruction is given in all the schools, except three, at a time succeeding that at which secular instruction has concluded; and in those three in which it is given at an intermediate time, due care is taken that an opportunity is afforded to those children to retire whose parents do not approve of such religious instruction.

III. The local management of the vested schools, which comprise nearly one-half the number of National schools in this district, is in the hands of the landed proprietors of the county of Mayo, or their agents. These gentlemen take a very considerable interest in the well-being and progress of the schools; and the agents of the Marquess of Sligo, awards every year the sum of from £60 to £70 in gratuities to the most deserving teachers.

The remaining schools constituting rather more than one-half of the entire, are under the management of the local Roman Catholic clergy, who in general manifest a good deal of interest in them, though not, except in very few cases, willing to incur any expense in providing suitable furniture or requisites. Several, especially of the younger clergy, frequently visit the schools, and examine the children more or less carefully. The Rev. B. A. Cavanagh, of Westport, is conspicuous above all others in his zeal for the education of the poor, and in addition to all he had previously done, has this year (1863) built and furnished, at his own expense, a handsome schoolhouse (Derrygorman) which, though large, is quite inadequate for the demand of a poor but densely populated district.

As a general rule, however, there is but little encouragement given to the teachers, and little influence brought to bear on the parents of the children to induce them to support the schools, on the part of the local managers; their chief object in holding the management seems, in most cases, to be the possession of the patronage attached to that office.

IV. The only obstacle to the spread of National education in this district seems to be the hostility with which the system is regarded by a large portion of the Protestant and Roman Catholic clergy. A proof that this feeling is confined only to a section of the former is seen in the fact that in almost the only very Protestant locality in the district a school (Westlands) hitherto attended almost exclusively by Protestants, has just been taken into connexion, at the request of the patron rector of the parish; and that it is equally a partial sentiment among the Roman Catholics is sufficiently demonstrated by the efforts being now made by several of the most influential of their clergy to sustain and extend the National schools. The depressed state of the country at present is, of course, a serious drawback, school fees being in most cases out of the question, and many of the managers not being in a position to do much in the way of supplying furniture or other requisites; the consequence is that the efficiency of the school is impaired and the teachers have little stimulus to exertion, except as far as an effort, often unsuccessful, to keep up an average attendance sufficient to entitle them to their ordinary class salary. I think, under those circumstances, it would be well, for some time, not to enforce too strictly the

rule of averages—in those cases, at least, in which the daily attendance does not fall below twenty.

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I feel pretty sure that, notwithstanding all difficulties and hindrances, I shall be able to have five or six new schools added to the roll of this district in the course of the present year. Property in Connemara, formerly in the possession of persons hostile to the system, has lately changed hands; local parties call loudly for the establishment of schools; and though the objection to houses vested in the Board seems almost insuperable, yet aid in the way of salary and books for non-vested schools would in many cases be gladly availed of if enough could be raised to provide suitable houses and a tolerable supply of furniture.

District 27, Roscommon; Mr. O'Hara.—I. *The Teachers.*—Having known nothing of the character of the teachers of this district before taking charge of it in June last, I am unable to say whether they are improving or otherwise as instructors of youth. Most of them seem devoted to the business of teaching, and do not indicate any wish to abandon it. Their professional income, though small on the average, is still sufficient to enable them to live more comfortably and more respectably than the majority of the class of small farmers, from whom the teaching corps is, for the most part, recruited. For the appointments of monitor and teacher there is great competition. I have known no instance of a vacancy for a teacher for which there were not several candidates. I should add, however, that most of these candidates are of the class who seek the occupation not because they have any special taste or special fitness for it, but because they have no prospect of any other occupation equally easy and remunerative.

As to the social standing of the teachers, it is in the majority of instances very humble, indeed. The mere fact of being a teacher confers no dignity when it is not associated with any of the outward evidences of comfort by which social position is in popular estimation determined. *To live* is as much as most of the teachers can do. To live blamelessly is what, indeed, they all do, for they are a most exemplary body as far as conduct is concerned. But to live comfortably, to surround themselves with any of the *insignia* of improved taste, to aim at having their dwellings neater or their families more respectable-looking than those of their peasant neighbours, has as yet entered into the contemplation of only a small proportion of them. These remarks are much more applicable to the male than to the female teachers. The latter, in general, would appear to have been selected from a much more respectable grade in society than the former; but whether this be so or not, it is certainly a fact that the females are held in much better social estimation than the male teachers. While on this subject I may also remark that the teachers on the Leinster side of the Shannon, taken in the aggregate, are a more respectable class than those on the Connaught side of that river, though, of course, there are many individual exceptions to this statement. The explanation of this fact is, I apprehend, to be found in the greater poverty of the rural population in Connaught.

II. *Moral Tone of Schools.*—The state of the schools in this respect is all that could be desired. The teachers, both by example and precept, by integrity of life and propriety of conduct, as well as by positive teaching in their schools, inculcate the observance of a high-toned morality.

III. *Management.*—None of the schools are under the management of committees. Excluding the convent and poor law union schools, all the remaining ones are under the management of thirty-nine individuals, of whom twenty-nine are Roman Catholic clergymen, one is a clergyman of the Established Church, six are Roman Catholic laymen, and four are Protestant laymen. There are six of the lay managers—three Established Church and three Roman Catholic—who take a very marked interest in the state of their schools. The one Established Church clerical manager is also very zealous in promoting the progress of his school. Of the twenty-nine Roman Catholic clerical managers there are about ten who visit their schools pretty regularly, and occasionally examine the pupils. The management of the remainder, embracing rather more than half the schools in the district, is confined to the appointing and dismissing of teachers, and to the signing of the quarterly returns and of the receipts for the teachers' salaries.

IV. *Impediments to the progress of National Education.*—These impediments are of two kinds, general and special. The general impediments are, 1st, the poverty of the great mass of the rural population; 2nd, the apathy of most of the same class regarding the education of their children; and 3rd, the absence of zeal on the part of managers in promoting the progress of their schools.

School fees are gradually dwindling down to almost nothing; and as, except in a comparatively few instances, there is no other local support provided for schools, the result is that most of the teachers derive little else from their schools than their class salaries from the Board. Where such are the prospects it may well be presumed that candidates of superior attainments will not desire to become teachers. According to the price guaranteed will the quality of the article be. A low remuneration of labour, of whatever kind, whether intellectual or physical, inevitably leads to inferior workmen and inferior workmanship.

The apathy of the rural population as regards the education of their children is connected with their poverty. Being unable to pay for education, they gradually come to feel less interest in it than if they were actually paying for it. The cheaper a thing becomes, the less it is esteemed, and education is no exception. One of the ways in which the apathetic

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feeling thus generated shows itself is in the *irregular attendance* of the pupils at school. I do not mean the irregularity which is exhibited by the returns for the several months, but that irregularity which no return exhibits, namely, late attendance at school in the morning. It is no unusual thing to see pupils coming into a school after twelve o'clock, and sometimes an hour later; and I have invariably found, on inquiry, that this irregularity is confined to the pupils who pay nothing. In one instance in which it was so general as almost to amount to a nuisance, I suggested to the manager that it might be remedied by closing the school at half-past ten o'clock, and excluding for the day all pupils who arrived later than that hour. He had the suggestion carried out; and the *immediate* result was that for a period of nearly two months there was a decline of about 50 per cent. on the attendance. The manager was stringent, however. He persisted in carrying out the regulation as to the exclusion of pupils arriving later than half-past ten o'clock; and eventually the attendance rose, not only to its former level, but considerably higher. I believe that a similar remedy would be found effectual in every similar case; and I need not observe that, apart from the advantage thus gained in expediting the business of the particular school, and in utilizing its teaching power, there would be a still greater advantage secured in the formation of a habit of punctuality, and of a due estimate of its value.

The third of the general impediments referred to above, namely, want of zeal on the part of managers in promoting the progress of their school, operates in two ways. The first of these is the appointing of an inferior class of teachers; the second is in abandoning the schools completely to the inferior teachers thus appointed. I have found that a very considerable proportion of the clerical managers make their appointments less with a view of benefiting the public than of benefiting the person whom it is desired to procure a salary for. The obvious remedy for this evil would be to raise the standard of qualifications for candidate teachers who are not already classed. I consider that it would be a great benefit if no person were recognised as teacher whose qualifications were below what is now required from the second division of third class. This should be the *minimum* for probationers.

The special impediment referred to above is the objection of the Roman Catholic clergy to allow any of their teachers to be trained. On this vexed question I shall not offer any observations further than this—that the immediate evils arising from the impediment in question might be somewhat mitigated, if not wholly neutralized, by raising considerably—as suggested above—the *minimum* of teacher's qualifications. If annual examinations were compulsory on teachers during the first two years of their service, and if no teacher were retained in the pay of the Board who did not obtain the highest division of third class at his (or her) first examination, and same division of second class at the second annual examination, the qualifications of the teachers, and the quality of education, would soon be perceptibly improved.

District 28, Longford; Mr. Bradford.—I. This being my first year in the district, I cannot decide on the question of the teachers' improvement in the performance of their duties, as compared with former years, but I can perceive they have still much to do in this respect. Perhaps, however, when the state of many of the schoolhouses, the irregularity of the pupils' attendance, and the small income of most of the teachers are taken into consideration, they are not so much to be censured. The improvement of the rising generation of teachers is greatly retarded by their managers' refusal to allow them up to Dublin to be trained. As most of the managers here are Roman Catholic clergymen, and their bishop so determined and watchful on the subject, the prospect of being trained is closed to the young teachers of this district. The teachers here seem to have no wish to leave the Board's service at present, as far as I can learn, principally, I think, because they cannot get any other employment that would pay as well. As yet the desire for emigration, which prevails so universally among their neighbours, has not influenced them. They have not the bodily strength, or the habit of physical labour, that is requisite for success in emigration. Some of them are crippled, others labour under some physical defect, and all are impressed with the notion that their prospects in America or Australia are bad, if they cannot get some other employment there than teaching. The social position of the teachers is very low. Their houses are small and uncomfortable, allowing little opportunity for the study necessary for promotion. Their families badly clothed, badly fed. Too many of them have not a residence near their schools, and their health must be affected by walking so much in the incessant rain that prevails in this district. The salary from the Board is the principal, almost the sole support of too many of them, as there are so few endowments, and the pupils' payments so small. Little or nothing can be made in the rural districts by tuitions, and very little by surveying now. No teacher has a shop, very few have land, as they have in other districts which I have inspected. Generally they have to thatch and repair the schoolhouses, and many have to pay the rent. Some of them have built, or helped, the houses.

II. The moral tone of the schools is good. The teachers uniformly preserve a good character in the neighbourhood, and abstain from political and public meetings. Where the pupils are of different religious persuasions, the conduct of the teachers and the pupils to the children who are in the minority appears excellent; nothing offensive is said or done to them, and frequently they are the best attended to of all the scholars. The Protestant and Roman Catholic teachers agree uncommonly well with each other. In

general the National teachers of this district, in their private conduct, deserve high praise. *Appendix D.*

III. The local management is, in almost every case, by individuals. One hundred and seven of the schools are under clergymen, 3 under poor law guardians, and 18 under lay managers, four of whom are wealthy landlords, four are agents of large estates, and two are respectable farmers. In most cases the managers seldom visit their schools, and do little more than sign the documents necessary for transacting business with the Board. Very few of them assist the teacher in providing requisites, or keep the houses and furniture in proper repair. Some of them leave the teacher to pay the rent. Yet even the most careless managers are of use, as they sometimes visit the schools, and are very willing to listen to persons who have complaints to make against the teachers. State and prospects of Education generally in District, as regards Schools and their Teachers.

IV. The system does not need much farther extension in this district; nearly every part of it is supplied with National schools. But the schools are in great need of improvement. The impediments most worthy of consideration are the indifferent state of many of the schoolhouses, and the inferiority of the young teachers who are joining the service. The opposition of the Roman Catholic bishops to their clergy taking the Board's aid to build proper schoolhouses has come at a bad time in this district. Several of the parish priests would have applied by this time for aid to build had they not been prevented by the new regulations of their superiors.

As to the competence of the young teachers, so many of the houses require either to be furnished or kept in repair by the teachers, or have the rent paid by them, and the parents are so unwilling to pay school fees, that the net income of the majority of the teachers has become so small that healthy, strong, intelligent, young men, such as the service demands, look for a better paid employment. The opinion is now very general that few teachers will hereafter rise beyond third class, so that if the salary of that class be not raised no better recruits can be expected. Other causes too are in operation. The desire for emigration pervades this district, and it is probable that soon few energetic intelligent young men will remain in the country, unless they see a prospect of attaining an income considerably greater than that on which their parents were satisfied to live.

District 29, Trim; Mr. Conwell.—I. There has been a greater fluctuation in the staff of teachers in the district for the past year than for several years before.

With the zeal and fidelity of those remaining in the service at the end of the year, I have much reason to be satisfied; and my past experience of their services affords me a well-founded hope for their future successful careers as teachers.

With few exceptions I find the teachers anxious to improve their schools to an extent that will enable the Inspector to recommend them as suitable and satisfactory candidates for promotion; and all those who have not been trained, and are classed as II[1], feel that the managers who prevent them going to the training establishment, do them a great injustice, particularly as they do not in any way indemnify them for the loss they sustain in being thus debarred from higher classification.

II. I am not aware of any case where due attention has not been given by the teachers to the inculcation of a Christian spirit and of good habits; and I consider the moral tone of the schools, as a general rule, very satisfactory. Strict attention continues to be paid by the teachers to the rule of the Commissioners in reference to the use of the "*General Lesson.*"

III. The management of the schools in this district is exclusively in the hands of individuals. There are 32 distinct managers. Of these 2 are clergymen of the Established Church, and 4 laymen of the same church, namely, two agents of estates and two landed proprietors; 23 are Roman Catholic clergymen, and 3 laymen of the same church, namely, 1 landed proprietor, 1 merchant and factory proprietor, and 1 gentleman farmer and grazier.

In my report for 1862, I referred to the introduction of an "educational rate," which I still think would stimulate local interest in the working of the different schools.

In schools conducted by teachers of zeal and efficiency, I find the number of promotions from class to class during the course of the year at least equal to the average daily attendance at the school, and sometimes considerably beyond it. Allowing that in every school the number of promotions should be equal to the average daily attendance during the year, I have drawn up from my tabulations the following results.

In the ordinary National schools of the district in 1862, with an average daily attendance of 3,196 pupils, the promotions in the aggregate only amounted to 2,481, or 715 less than they should have been; and, in 1863, with an average attendance of 3,318 pupils, the promotions were 2,698, or 620 less than they should have been, as viewed from the above standard.

In the three district model schools in Trim, with an average daily attendance during 1862 of 258 pupils, the promotions only rose to 183, or 75 less than they should have been; and, in 1863, with an average daily attendance of 259 pupils, the promotions amounted to 194, or 65 less than they should have been.

The promotions for 1862 were 95 boys, 58 girls, and 40 infants; while in 1863 they were 80 boys, 82 girls, and 32 infants.

In the four workhouse schools at Dunshaughlin, Kells, Navan, and Trim, with an average daily attendance of 156 pupils for 1862, the promotions amounted to 93, or 63 less than they should have been; and, in 1863, with an aggregate average daily attendance of 170, the number of promotions fell to 77, or 93 less than they should have been.

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In the two convent schools in Navan, with an average daily attendance in 1862 of 325 pupils, the promotions or removals from class to class, only amounted to 165, or 160 less than they should have been; while, in 1863, with an aggregate average daily attendance increased to 395, the number of promotions during the year fell to 142, being 253 less than they should have been.

On the whole I cannot look upon the state of education in Meath, as evolved from the foregoing figures, as evidencing adequate exertions on the part of the teachers, as a body, for the efficiency of their schools. I cannot, however, forget that in determining progress it is scarcely philosophical to judge from naked statistics. There is a progress, and a most important one, which consists, not simply in change itself, but in preparation for change; and, consequently, I anticipate the pleasure of giving much more satisfactory results in future years.

District 30, Dublin, North; Mr. O'Carroll.—The impediments to the extension of National education are its rejection by the majority of the clergymen of the Established Church, the opposition of the Roman Catholic hierarchy to the model schools, and the indifference of some Roman Catholic managers, consequent on the opposition of the bishops. This last is the greatest impediment of all; for it destroys the local support which the system requires. Inefficient teachers, irregular attendance, neglect of order and discipline follow, and the school becomes comparatively useless. However, before I touch upon those points, I will offer some remarks on the three classes into which the schools of this district are divided, viz.—the convent schools, the model schools, and the ordinary day schools, as to their attendance and their pay.

For the Year 1862.

	No. of Schools.	Average on Rolls.	Average Attendance.	Proportion per cent. of Average Attendance to Average Number on Rolls.
Ordinary day schools,	67	6,481	3,771	58·1
Convent schools,	3	2,023	1,310	64·7
Model schools,	8	1,292	831	64·3

For the Year 1863.

Ordinary day schools,	68	6,604	3,832	58·
Convent schools,	3	2,311	1,553	67·2
Model schools,	8	924	679	73·4

It will be seen from the above tables that the attendance was much more regular in the year 1863 than in 1862 in the convent and model schools, while it was nearly stationary in the ordinary day schools; that while it was 58 per cent. in the ordinary schools it was 10 per cent. higher in the convent schools, but highest in the model schools. This great increase last year in regularity of attendance in the last-mentioned class was chiefly caused by having the payments made quarterly in advance in the three West Dublin Model Schools.

Again, comparing 1863 with the previous year, I find an increase of 123 on the rolls and of 63 in average attendance in the ordinary day schools; an increase of 288 on the rolls and of 243 in the average attendance in the convent schools; but a decrease of 368 on the rolls and of 152 in the average attendance in the model schools.

The average daily attendance per school during the last four years was—

	Ordinary Schools.		Convent Schools.		Model Schools.	
	No.	Attendance.	No.	Attendance.	No.	Attendance.
For 1860, . .	63	54·6	3	337	8	112
„ 1861, . .	67	56·5	3	403	8	111
„ 1862, . .	67	56·3	3	473	8	104
„ 1863, . .	68	56·4	3	518	8	83

This exhibits the daily attendance per school as nearly stationary in the ordinary day schools, rapidly increasing in the convent schools, but decreasing in the model schools.

I stated in my report for 1862 that I considered the grants to the convent schools too small for the service performed. The Board's grant to them, according to the per-centage in daily average attendance, for 1863 was— . . . £287

And for 5 pupil teachers, ...	100
For 47 monitresses, ...	330
Drawing-mistresses, about	20
	£737

for an average daily attendance of above 1,500 pupils.

The Board's grant for the past year to the 26 ordinary day schools attended by girls was—

For the principal teachers, ...	£652
For 20 assistants and workmistresses, . .	272
For 26 monitresses, ...	200
	£1,124

for an average daily attendance of 1,295 girls.

The Board's grant to the 8 model schools in this district for 1863 was—

8 principal teachers, ...	£568
1 workmistress and 9 assistants, . . .	349
35 pupil teachers and monitors, . . .	375
Singing and drawing masters, including cars, &c., .	120
Carekeepers, fuel, fitting-up, &c., at least . .	150
	£1,562

for an average daily attendance of 679 pupils.

Thus, the grant for each pupil in daily attendance in the convent schools was only 9*s.* 7*d.*; for each pupil in daily attendance in the ordinary day schools, 17*s.* 4*d.*; and for each in daily attendance in the model schools, £2 6*s.*, or nearly five times the cost of a girl's education in a convent school. I do not mean to say that the teachers in the model schools are overpaid; they are of the highest class, and deserve their salaries; but I am of opinion that the convent schools are underpaid.

In the 68 ordinary schools which this district contains there is an average daily attendance of 1,700 girls; in the 3 convent schools the daily average is 1,553. The best readers, the best writers, and the first in arithmetic and grammar are the convent school girls. At the annual examinations their monitors win the highest gratuities, and in cleanliness and discipline, I conceive, their schools are superior to any class of girls' schools in this country; yet they receive scarcely the pay of the probationary class. The tables given above show their large and regular attendance and progressive increase yearly. They are, above all others, the schools of the poor. Like the late Roman Catholic archbishop of Dublin, who connected them with National education in its infancy, they have contributed largely to its success. It could scarcely have been established without him, and on them its continuance in the Roman Catholic provincial towns chiefly depends. I submit that they should, if possible, be put on an equality with the ordinary day schools. It may be said that they are attended by Roman Catholics only; but are there not hundreds of the ordinary schools attended only by Protestants? Even in this district there are three or four schools of the latter class.

The attendance in the West Dublin Model Schools has decreased. The Roman Catholic clergymen do not now visit them to give religious instruction, but the Roman Catholic pupils receive it daily from one of the Roman Catholic monitors, and they attend at stated periods the catechetical lectures in their parish church, in Meath-street.

It is to be regretted, that in a city in which the poorest Roman Catholic children can be seen daily to attend in large numbers the Protestant schools in the Coombe, Grand Canal-street, Townsend-street, and Fishamble-street, &c., where they are fed, and occasionally clothed, and, from the Protestant version of the Scriptures, are taught Protestant doctrine, any opposition should be given by Roman Catholics to National schools. The National school is open to every clergyman to inspect its register—to see that religious instruction is given at suitable hours, and that no interference with the religious faith of the child takes place. There his office is respected, and his visits are welcome. The poorest Roman Catholic child is equal to the Protestant—the only distinction is talent and industry. It was not so at a period which even I remember.

Were the National schools abolished to-morrow, and all Government aid withdrawn, would not schools, like the Coombe school, where the Roman Catholic religion is misrepresented, appear in almost every parish?

The Roman Catholics might, in their own defence, build or rent schoolhouses, but could they also pay teachers, buy books and apparatus, &c.? Religious rancour would be increased tenfold, and proselytizing schools become the resource of the *poor* Roman Catholic parents.

How often, on my way to the West Dublin Model School, have I seen placards over the school doors of the Coombe, which an instructed Catholic could not read without feeling that they were full of misrepresentation; and I have seen those doors entered in large numbers by the poorest children of the liberties of Dublin. I need not say to what creed they belong—of 250, I was informed, not 10 per cent. were Protestants. With very few exceptions, the children are Roman Catholics, or the offspring of mixed marriages. The teachers say they do not bribe, but they feed and caress the children, and distribute among them coal in the winter, and dress them for the school, and teach them daily that the doctrines of the Roman Catholic Church are not the word of God—that what their priest teaches, Christ did *not* teach; and the pupils learn anti-Catholic hymns,

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and join in anti-Catholic prayer; and, when I heard all this, I wondered that such a school could exist, while the National school in the next street was interdicted.

But this is only one of many of that class of schools now existing in Dublin. It would appear that while Roman Catholic children can be withdrawn from the model school—for there they are docile and obedient to their pastors—the proselytizing school, where it rests on the poverty of the people, defies even ecclesiastical power. Within a few perches of the Coombe, in Hanover-street, is the Roman Catholic *National* ragged school, in which the children are free, and where bread is given to all who require it. The attendance is very large, and such a school was necessary to keep the Roman Catholic children from the Irish Mission-house on the Coombe. But, unlike the comfortable, well-built, well-furnished Protestant school-house, the Roman Catholic school is in very bad repair—open to the winds of heaven, and but half fitted-up. It is partly supported by voluntary contributions, while the *Board of National Education* pays the teachers and assistants and provides books and requisites. Yet this Board, that still keeps, and has since its foundation kept, the proselytizer from our doors, is represented as anti-Catholic! And to it is preferred an imaginary denominational system, that will endow schools like the Coombe, and give a *half* support to Roman Catholic schools like that in Hanover-street. What then becomes of the equality so long struggled for, and so lately obtained?

There are four Roman Catholic parishes in this district, on its northern side, stretching from Howth and Malahide to Swords and Chapelizod. In those parishes there are 30 National schools, with an average daily attendance of 1,500 pupils. The grant from the Board last year was £1,244; this was supplemented by local aid, amounting to £295—altogether, £1,539 for the education of the 1,500 pupils in daily attendance, or above £1 per head. The pupils are all Roman Catholics—the teachers Roman Catholics—the managers are the four Roman Catholic parish priests. Each received, on an average, for the schools in his parish, £300 a year. Two of these parishes have 6 schools each, the third has 10, and the fourth has 8. If some of those schools are inefficient, it is because teachers of a low class are retained, and I know not why, for the managers have it in their power, by providing higher classed teachers, to improve their schools and considerably increase the Board's grant. I believe each of these four parishes, without much difficulty, could obtain from the Board, on an average, £400 a year for the support of the schools within its bounds. Could a denominational system do more? Could it yield to Roman Catholics greater freedom, larger grants, or more efficient teaching? I am convinced it could not, but with it the Government grant would grow less, and the local aid of the poor quickly disappear. Under its administration we would see Protestant schools enjoying the Government grant, supplemented with all the educational apparatus abundant local aid can supply; and, fast beside them, Roman Catholic denominational schools without any local aid at all. There, the schools of the wealthy—here, those of the poor. Gratuitous instruction the rule in the Protestant schools, because none are to be excluded from the reading of the Bible; in the Roman Catholic schools, because self-defence requires it—they must be free or be deserted. Is this state of things desirable? Who does not know the evils which in rural districts attend on gratuitous education—late and irregular attendance—ill paid teachers and inefficient schools. Any excuse keeps the child from school, and any hour of the day is considered early enough.

This denominational system, if now introduced into Ireland, must assist the Irish Mission schools of Dublin and West Connaught—remove, by Government aid and inspection, the odium now attached to proselytism—and *thus* make the State the great proselytizer of the people. Is this what Roman Catholics desire? If the Church Education schools have now such numbers of Roman Catholics on their rolls, under a denominational system their number would be doubled; the poverty of the people would make them mixed schools still, but with every barrier against proselytism now raised by the National Board abolished. Better to return to the hedge-schools again; but better still to take shelter under those rules that protect the weak against the strong—where this country has for above thirty years found refuge, and which she cannot now abandon without results dangerous to her peace.

Denominational education has not produced those effects in England, but there the Roman Catholics are the minority, here they are the people. There they are comparatively wealthy, and can contribute the local aid required;—is it so here? There they are congregated in towns and cities, and are united and act together—in this country they are scattered and divided. The rage for proselytism is comparatively harmless in England—with us it has set the bosom of society on fire. The Established Church in England is the church of the people, but here the millions reject its teaching. Therefore, what is right in England and in the colonies would be, it appears to me, inexpedient here.

It may be considered I am going beyond the limits of this report, in thus stating my sentiments; but I am asked, "What are the chief impediments to the extension and improvement of National Education in the district?" and, as I believe, they originate in the wish of different parties for a denominational system, I conceive I am not wrong in pointing out some of the many difficulties in which its introduction would involve the secular education of the great majority of the people; for only by a knowledge of the evil can the impediment be removed. I have not attempted to enter into any detail of the enormous grant it would require, of the difficulty Roman Catholics would experience in obtaining from Government aid proportionate to their number, or a controlling power equal to their desire. I have only pointed out a few of its inseparable evils.

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You ask me "are the teachers improving as instructors of youth?" How can the young and untrained improve, when they are prohibited from attending the central establishment, and the source that supplied efficient Roman Catholic teachers has been stopped? The position that encouraged and rewarded merit is forbidden to them. Already, in this district, applications have been made to me for qualified teachers by Roman Catholic clergymen, and I have none to recommend. If this prohibition continue, Roman Catholic schools must pass into the charge of persons not fit to conduct them—old men without attainments, and boys without experience; our rural schools must sink below the level of hedge-schools, and we will see, by our own act, the onward policy of every Government since emancipation reversed.

The qualified Roman Catholic teacher will leave the country, and seek in England or in America the salary denied him at home. Already many have emigrated, and should the present state of things continue, many more must follow.

But what benefit has attended this opposition to National Education? Compare the districts that excluded it with those that gladly received it—the west with the north. In those parts of Galway and Mayo in which the National system has been for above a quarter of a century denounced and almost rejected; the education of the poor is at the lowest ebb, and proselytism triumphant; while in Belfast, where National Education has had great success, and been received with gratitude by two successive Roman Catholic bishops, the Roman Catholic population has, I venture to say, made, within the same time, greater progress, against great odds, than in any part of this country. But where has a National school injured religion? Surely whatever objections the Roman Catholic bishops have to the system can be removed without destroying the principle on which it rests, and without injustice to any other denomination. Acting with the Commissioners they would, I presume to say, possess, in the control of Roman Catholic education, all the influence they could desire. But the immediate results of the present opposition must be to surrender, altogether, to Protestants the model schools and training establishment; to increase Protestant and diminish Roman Catholic grants; to place our rural schools in the charge of persons not qualified to conduct them; to make Roman Catholic teachers dissatisfied with their position, and anxious to leave a country which cannot reward exertion. Are Protestants to be henceforth the only efficient teachers of Irish schools in rural districts? Is this the price we are to pay for what is called free education? But this cannot be the intention of the bishops, for it would be a penal law, made by ourselves for our own degradation. Or is it their wish to have a commission, which has conferred so much benefit on the country, made, by the dangerous ways just pointed out, odious to Roman Catholics; that, after some time, it may be abolished, and a new, untried, doubtful experiment introduced in its place; under which religious feeling may be, here and there, more intense, but will it be more pure, more beneficent, more extensive? No. I must suppose they wish for some reforms only, but not for abolition. Yet this latter may be the result in some future period—for if the model schools and training establishment continue to be prohibited, and the Convent schools removed from the roll, another system must be introduced into Ireland—but will it be a better?

For my part, I believe that system the best and cheapest, which, while it encourages self-reliance and independence, calls into existence the greatest amount of voluntary contributions to aid in the education of the people—which makes its success depend mainly on local exertion—which keeps up an honourable rivalry between different parties, and uses it to promote its great object, which, itself of no party, reflects the feelings of all, but most largely those of the great mass of the people. I believe that such is the National system, and as such, I trust it is in no peril.

District 31, Ballinamore; Mr. Kealy.—I. *The Teachers.*—It is not easy to observe any improvement which may have taken place in the teachers in the space of one year; very few of them have had any previous experience in teaching, either as paid monitors or assistants, and hence, though their literary attainments may be sufficient to enable them to pass the required examination, they are frequently deficient in method. The majority of the younger teachers in this district are anxious to improve themselves and their pupils, and in their personal demeanour and in the cleanliness of their schools, are much superior to most of the older ones; they are also most anxious to obtain the benefit of training.

They, as a body, are devoted to their business, as the chosen profession of their lives, and in extremely few instances are anxious to leave it. Within the past year only 3 teachers voluntarily abandoned the Board's service; of these, 2 emigrated, and 1 married and entered into a different occupation. Of the entire number 87 have been in the service for periods exceeding five years, and I meet scarcely any who are desirous of leaving; on the contrary, the service is becoming too popular, and great numbers are endeavouring to procure schools; very few people are willing to send their children long enough to school, to be enabled to reach the fourth class, unless with the view of their becoming teachers.

The social standing of the teachers is gradually improving; the people are beginning to respect them more and more every day. Those teachers who have nothing but the Board's salary and trifling school fees to live upon, are obliged to reside in very humble cabins; the others, who reside in towns, or have other means of adding to their incomes, keep their dwellings in a respectable manner, and in personal appearance, manner, and language, are superior to the class from which they have sprung, and are respected accordingly. I have

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always found an attentive teacher spoken well and affectionately of by the country people. I am happy to say that since I came to the district I never heard any serious or well-founded charge brought against the character of a single teacher, and I believe them to be in general faithful, moral, and industrious.

II. *Moral Tone of Schools.*—The moral tone of the schools is satisfactory as far as I have been able to observe—the general lesson and its teachings are almost daily inculcated, and religious instruction is given in all the schools at least once a week, and frequently on each day; all the Roman Catholic teachers also impart religious instruction on Sundays in the chapel—this they are obliged to do by the managers. In schools where the teachers and managers are Roman Catholics, the Protestant children are sometimes instructed in their own catechism by the teacher, but in all cases of this nature the Board's rules on the subject are carefully attended to. As a general rule the Roman Catholic clergy do not attend to the religious instruction in the schools, but leave it altogether in the hands of the teacher; the Established Church and Presbyterian clergymen instruct the Protestant children in their own schools, but seldom visit any others.

III. *Management.*—In this district the management of schools is in the hands of individuals, except in the single instance of a Poor Law Union school, which is managed by the Board of Guardians. There are in all 28 managers, of whom 21 are clergymen and 7 laymen. The division of schools among managers is as follows:—91 schools are under the management of 16 Roman Catholic clergymen; 4 are under 4 Established Church clergymen; 4 are under 2 Presbyterian clergymen; 11 are under 5 Established Church laymen; and 3 under one lay manager of the Roman Catholic denomination.

In general the management is confined to occasional visits, appointing teachers, and signing receipts for salary and requisites.

IV. *Impediments.*—There is no serious impediment to the spread of National education in this district, but there are several to its improvement. These are—want of funds to erect commodious school-houses in poor and mountainous localities; to these may be added the difficulty of procuring sites for schoolhouses even when money is raised. The consequence of this is that over 60 per cent. of the schools are held in houses which are unsuitable for school purposes and frequently inadequate to accommodate the attendance. Want of funds ought not now to be an obstacle, in consequence of the recent modification of the Board's rule as to granting aid to building school-houses. Any manager, by availing himself of the Board's grant and Mr. Vere Foster's generous aid, could build a suitable school-house, which would be an ornament to the district, without incurring greater expense than is required in erecting one of the present unsightly cabins. The managers, unfortunately, are unwilling to avail themselves of this aid, and most of the people prefer the mud cabin to the stone building; it is to be hoped that time and the gradual diffusion of knowledge will banish these prejudices. Another impediment is irregularity of attendance; this is a very general evil, and is caused by the poverty and habits of the people. In winter, numbers of people are unable to provide clothing for their children, and on that account keep them at home; also, during several months of the year, all the children who are able to do any work are engaged in farm labour, and in cutting and drawing turf. A great deal of valuable time is also lost on market and fair days; all the grown people spend the entire day in town on such occasions, leaving only the youngest children to mind the house; meanwhile the schools are either not attended or the number of pupils is very small. Making allowance for fair and market days which occur in vacations and on holidays, the vast majority of the children lose over fifty days per annum. There does not appear to me to be any remedy for this impediment; it will continue until people learn to set greater value upon the education of their children, and become better able to appreciate the advantages which they now disregard. I am of opinion that the resolution adopted by the Commissioners of discontinuing the triennial free grant of books will, after some time, be the means of removing another impediment; when the pupils had the use of the free stock of books the parents did not feel the necessity of purchasing books, and consequently few home lessons were learned. I would also venture to suggest that no person should be appointed to take charge of a school who had not previously served some time in the capacity of pupil-teacher, assistant or paid monitor.

District 32, Tuam; Mr. M'Sweeny.—I. I believe the teachers are improving as instructors of youth, and improving as scholars. The literary status of the teachers in this district in 1862 is represented in the following table:—

	1^1	1^2	1^3	2^1	2^2	3^1	3^2	P.	Total.
Males, .	–	1	1	3	6	24	13	12	60
Females, .	–	–	1	2	5	9	7	4	28
Total, .	–	1	2	5	11	33	20	16	88

The next table shows the literary status of the teachers on the 31st of December, 1863, and as promotion was awarded only in the case of deserving candidates, who laboured zealously in their schools it affords evidence of some progress during the year:—

	1^1	1^2	1^3	2^1	2^2	3^1	3^2	P.	Total.
Males, .	–	2	2	3	7	31	12	8	65
Females, .	–	–	–	4	5	15	7	4	35
Total, .	–	2	2	7	12	46	19	12	100

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It appears from this latter table that most of the promotions were made into the first division of the third class, and that twelve teachers were added to the staff during the year.

The probationary grade is the most important of the teaching staff, as it serves as a feeder to the waste that is continually taking place in the body of teachers. Dr. Newell some years ago called the attention of the Commissioners to the low standard of the literary programme for this grade, and it has not since been raised. Any candidate who passes the examination of the present programme must be admitted to the rank of the National teachers, without any regard to previous training, to aptitude, or to intellectual capabilities. This is no small error in the system, and to it is traceable the fact that few of the teachers are competent to ascend above the third class. Of the 100 teachers in this district 46 hold the rank of III[1] and 19 that of III[2].

II. More than half of the schools in this district are clean and well ventilated, and the pupils in every school are found to be very respectful to their superiors and teachers, and orderly in their habits. All are taught to practise the great Christian principles of mutual love and good will towards each other. A striking feature in the schools in the West is the poorly clad condition of the children. Few of either boys or girls wear shoes either in summer or winter; a mantle is, perhaps, never seen on the girls—I have never seen one. The outer covering, in most cases, is the woollen petticoat of a senior member of the family, which is wrapped close round the person, and presents an unsightly appearance, though a warm article of dress.

III. The local management is, in all instances, vested in individuals. These parties are, with one or two exceptions, gentlemen of the highest respectability in the district; men distinguished for their intelligence and usefulness—this fact is one of the highest tributes that could be paid the National system of education. In many cases clergymen are managers. In this district there are altogether 43 managers; of this number, 21 are lay gentlemen, one is a farmer, one a shopkeeper, and twenty-three are clergymen, and of this number only three belong to Established Church.

IV. The chief impediment to the extension of the system of National education are the opposition of one church, and the want of co-operation of the other in some instances, and these are obstacles that will endure for a long time. The only impediment to an improved system is the want of a previously trained and competent body of teachers.

The proficiency in 1863 compared with 1862 is, in nearly all the subjects, of a progressive character, and the difference in degree is more marked in reading, arithmetic, and writing. I have not time to institute a more minute comparison.

The irregular attendance in the spring and harvest seasons retards the proficiency of the pupils; but there are other causes to lessen the school attendance, and these are the negligence of the parents and the indifference of the teachers. A rural people are seldom trained to habits of punctuality, and the children are in this respect like the parents. The school fees are poor and paid reluctantly, and on this account the master has little interest in supporting an attendance above the minimum required for his class. When the average attendance reaches sixty, the teacher is rewarded with the services of an assistant, which lightens his labours and raises the character of his school, but there is no reward for supporting an attendance ascending from thirty-five to fifty, or fifty-five.

It is true that 86 per cent. of the schools in this district support an average attendance ranging from 30 to 40, and that 62 per cent. support an attendance ranging from 40 to 100; but this attendance is maintained more by the populous character of the district than by either the efforts of the parents or teachers.

The monitorship is the only stimulant the system possesses to attract pupils to the ranks of the teachers, and even this one has been sparingly opened to candidates within the present year. A pupil who is desirous to become a teacher sees in the monitorship the readiest introduction, and the office ensures him a small stipend with a certainty of careful instruction on the part of the master. But if a lad of this class should be prompted by the instincts of genius to desire a higher education, or if his ambition should direct him to a higher course, he finds that the State does not afford opportunities for such ends—there is no way up from reading, writing, and ciphering, to oratory and the languages—philosophy and the sciences.

The Inspector's Annual Report.—The information furnished in this report has been extracted from the teachers' annual reports, and I deem it proper to call attention to facts which afford a fair test for establishing the accuracy of the matter it contains:—

In 1862 the total number of individual pupils on rolls, males and females, was	10,561 (A)
The average on rolls for the same year was, males and females, .	5,929 (B)
The average daily attendance was	3,004 (C)
The number found present and examined, when the proficiency was reported on a tabulated form, in all the schools in the district,	3,188 (D)
1863. Number of individual pupils on rolls during this year, males and females, ...	13,013 (*a*)
Average number on rolls for same, ...	7,695 (*b*)

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Average attendance for the same year was . . .	3,959 (*c*)
Number of pupils found present and examined in all the schools,	4,340 (*d*)
Excess of average attendance in 1863 over 1862, . .	959
Excess of number examined in 1863 over number examined in 1862, ...	1,152

From these returns it appears, that while the average attendance in all the schools increased by 959, that increase, or nearly that, was found by me in the schools on the occasion of my examining all the pupils in the district; and that the constant ratio between the returns A, B, C, and D, respectively, in 1862, is the same that the corresponding returns in 1863 bear to one another.

District 33, Mullingar; Mr. D'Arcy.—I. To an active and vigilant inspection must be attributed much of the improvement which we yearly find in our teachers as instructors of youth. Their faults are pointed out, and the means of removing them suggested; and thus, when the teacher is painstaking, and has an aptitude for his profession, there is always a steady and gradual progress in his art every year. The great majority of the teachers in this district are, if not skilful, certainly earnest and painstaking, and careful to act on the suggestions which are left for their guidance at each inspection. It is well-nigh impossible to find a school in which the pupils are well taught every subject. No matter how careful and attentive the teachers, I always find some portion of the pupils more or less unprepared; and it is one of the great advantages of inspection that it brings prominently and constantly under the teacher's notice such deficiencies as might, through accident or inadvertence, otherwise escape him. A higher literary proficiency of their pupils is the surest test of the increasing skill of the teachers; and I subjoin a table which shows the large increase in the number of pupils who have attained a fair knowledge of the different branches specified during 1863, as compared with the preceding year:—

	1862.	1863.	Increase.
Able to read fairly, ...	1,964	2,437	473
A fair knowledge of geography, . . .	1,741	2,373	632
A fair knowledge of arithmetic, . . .	1,859	2,194	335
A fair knowledge of grammar, . . .	995	1,227	232
Able to write from dictation fairly, . . .	639	682	43
Able to write on paper fairly, . . .	1,010	1,394	384

I must remark that I include in the above table 101 schools inspected in 1862, and only 100 inspected in 1863. The increase which it exhibits, and which, except in dictation, is unusually large, is most creditable to the teachers, and fully testifies to their improvement and efficiency in the mode of conducting their schools. There are, it is true, in this district, as probably in every district in Ireland, a few teachers who have been driven to their profession rather by the force of circumstances than by inclination; and these, pursuing their avocation without any natural aptitude, seldom bring their schools to a very satisfactory condition. Willing to quit the service whenever a favourable opportunity offers, they rarely endeavour to obtain a high classification. Such persons form a very small section of the teachers in this district. The majority have settled themselves contentedly in their position, and regard their occupation as the chosen profession of their lives. Their social standing is scarcely as high as might be expected. Highly-classed teachers rank generally with petty shopkeepers and small farmers; but as in Ireland education is not yet widely diffused, and the office of the schoolmaster is not in high esteem, we may fairly look forward to great improvement in the social position of our teachers, when by their own undiminished efforts they have created a more enlightened public spirit.

II. Perhaps there is no feature in our schools which is so gratifying to the lover of social order, and which so triumphantly refutes the misrepresentations of their enemies, as the high, moral, and religious tone which everywhere prevails. The strictest attention is given to the inculcation of a Christian spirit and of good habits; and this I can truly state of every school under my charge. Loyalty to the throne, mutual respect and good feeling, and the consequent eradication of those social and religious antipathies which have been so subversive of the public peace and so antagonistic to the prosperity of the country, everywhere pervade the atmosphere of our school-rooms. This is particularly true of those schools where Protestants, however small their number, and Catholics are to be found together; and I sincerely regret that the Protestant clergy do not find it consistent with their principles to encourage the children of their own persuasion to attend National schools.

III. The management of the National schools in this district is principally in the hands of the Roman Catholic clergy. Of thirty-six managers in my district, twenty-five, or more than two-thirds, are Roman Catholic priests. The superintendence exercised by these gentlemen is generally of little advantage to the schools, being principally confined to an occasional visit and the signing of such documents as may be necessary. In the matter of school fees their interference is sometimes rather to the disadvantage of the teacher than

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otherwise, and in but few cases do they give him practical and energetic support. It is, of course, much to be wished that they would exercise a more vigilant and encouraging superintendence; but as the schools are all either under the management of a Catholic clergyman or receive from him a passive support, the people are generally willing to avail themselves of the advantages which the National system affords. The only Protestant clergyman who patronizes a National school in my district—which, however, is attended by Protestant children alone—very frequently visits his school, and takes an active interest in everything connected with the education of its pupils. The lay managers, with two exceptions, are comparatively indifferent to the success of their schools.

IV. When, in the May of 1860, I was appointed to the charge of this district it comprised 102 National schools; it now contains 117—an increase of fifteen schools in less than four years. The increase in the aggregate attendance has been in proportion. Two convents have been established in my district within the last two years; and the ladies of these establishments have anxiously availed themselves of the advantages afforded by the Commissioners. That the National system does not obtain from the Catholic hierarchy the same warm approval and support which they formerly accorded it, is, of course, to be lamented; but it is principally by the increase or decrease in the number of its schools and pupils that the system must stand or fall in public estimation. Inasmuch, then, as the schools are concerned, National education is still extending itself in this district; but other influences derogate much from the satisfaction with which we would be inclined to regard this favourable fact. To remark upon these external influences is, I feel, without the sphere of my observations; and were I inclined to do so, a sense of propriety would restrain me. It is, however, right to mention that in this district they are principally effective in diminishing the annual supply of teachers to the Central Training Establishment. The positive and almost universal prohibition of the Catholic clergy deters the teachers from availing themselves of the advantages of training, by which they would otherwise gladly profit.

District 34, Galway; Mr. Wilson.—I. (*a*) In regard to the improvement of teachers as school-keepers, little progress has been made during the past year. I shall therefore recapitulate the points dwelt upon in my report for 1862 under this head, adding some observations or suggestions.

I indicated first the necessity for teachers receiving a thorough preparatory and special training for their profession; and I expressed my opinion that no untrained teacher should be permanently retained in the service of the Board. The Central Training Establishment, and the district and minor model schools, if their resources were properly directed and developed, afford ample facilities for the accomplishment of all that is here aimed at. In reference to untrained teachers who refuse, when summoned, to undergo a course of training, I would recommend the immediate withdrawal of their salaries.

I recommended, secondly, that teachers should have ready access to books of a high character on general and professional subjects. For giving effect to this recommendation, I suggested the preparation of a teachers' list of books, and the formation of district libraries, as National teachers are unable to procure the necessary books in the ordinary way.

(*b*) The teachers do not seem "devoted to their business as the chosen profession of their lives." This appears evident from the fact that, although the system has been more than thirty years in operation, upwards of 70 per cent. of the teachers in this district are less than 10 years in the Board's service, and of this number more than one-half have served less than 5 years.

Referring to the Commissioners' Report for 1861, I find a similar state of things generally to prevail throughout Ireland. Taking the totals of four Head Inspectors' groups (comprising 40 districts), it appears that in the year 1861, 43·3 per cent. of the teachers were less than 5 years, and 21·1 per cent. were 5 and under 10 years in the Board's service, giving a total of 64·4 per cent. of all the teachers as less than 10 years in the service. Similar statistics are not given by the other two Head Inspectors; but the figures above may be fairly regarded as representing the state of the case over the entire country, seeing that the four groups contain districts in all the provinces.

Within my own district there were during the year 14 voluntary changes of teachers from school to school, showing the prevalence of a spirit of discontentment with their position.

In my report for last year I remarked that "devotion to their profession can co-exist only with contentment, and this feeling must spring from a sense of adequate remuneration." That this condition, necessary to contentment, is not fulfilled will appear from the following statement:—of 60 teachers of ordinary schools in this district at the close of 1863, 19 had incomes under £20 a year, and only one had an income of £50, while 32, or more than one-half, had incomes under £25 a year. Of their entire incomes 86 per cent. is contributed from the public funds—about the same proportion as last year, when I recommended that some means should be devised for enforcing, if necessary, an increased local support. At present it is undesirable that the Board's grant for teachers' salaries should be augmented, as local parties would thereby only be encouraged to reduce their already puny supplements. The feeling is too prevalent that, the schools being State institutions, no fees should be exacted, and no local responsibility for their support incurred. One landed proprietor, when applied to by me to repair the schoolhouse and the furniture—the school being non-

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vested, situated on his own property, and under his own patronage and management—has repeatedly replied that the Commissioners should do it; and very recently, when addressed on the same subject, he declared he would close the school altogether, as it was a source of continual outlay; yet I am satisfied during the last nine years he has not expended £5 on its maintenance. The manager of another school, also a landed proprietor, does not allow the teacher to charge school fees, gives no endowment, and provides no residence; and during the year of the scarcity of fuel, 1861-62, a fire was never lighted in his schoolhouse, though he was selling timber out of his demesne for fuel, and the school premises are near his own residence.

The fluctuation of salaries according to the quarterly averages must tend to foster this spirit of discontent. This rule seems to be bad in principle, because it provides for a diminution of salary when the attendance falls below 35, but does not provide for any augmentation when the attendance exceeds that number. Thus a teacher in first class will be paid at the rate for a second class teacher should his average for a quarter fall below 35, and only as third class should it fall below 30; but should it increase to 60 he will be paid the salary to which his *classification* entitles him, no addition being made for the numbers over 35. In spring and autumn the attendance is diminished in all rural schools by the demand for the children's labour—a circumstance entirely beyond the teachers' control. When this demand ceases the children return, and the numbers may be doubled or trebled, In the former case a decrease in the teacher's class salary takes place; in the latter there is no corresponding increase of salary. I would recommend a return to the old rule of payment, which depended on the maintenance of a certain average for the entire year.

I beg to offer the following suggestions in reference to teachers:—1st. Teachers' incomes should be increased. 2nd. Dwelling-houses rent free should be provided for them. 3rd. Managers should not have the power of dismissing them, without, at least, reasonable notice. 4th. Pensions should be granted to teachers worn out in the service.

(*c*) The "social standing" of teachers is unsatisfactory, and their consequent influence on the population is unimportant.

II. Judging from recent events and from careful observation, neither managers nor teachers—of course there are exceptions—exert themselves for the promotion of good habits and of mutual respect, toleration, and Christian forbearance.

III. In regard to the management of the schools I have nothing new to report. Few managers are so impressed with the importance of efficient schools as to inconvenience themselves, or to occupy their time with their supervision. There are exceptions; and I am bound to say the advantage is rather on the side of the lay managers, several of whom have endowed their schools and are zealously interested in their prosperity. Some lay managers, however, even where the schools are on their own properties, and for the benefit of their own tenants, do not give a farthing to supplement the teachers' salaries and to supply requisites.

IV. The extension and improvement of National education are impeded by the determined hostility of a portion of the Roman Catholic clergy to all National schools under any other management than their own. The most violent measures are resorted to by the clerical manager of one National school for the overthrow of a neighbouring one under lay or Protestant management, conducted in exact conformity to the same rules. In confirmation of this statement I beg to instance the following cases:—

The Galway Model Schools closed at the Christmas vacation of 1862 with 303 Roman Catholic children in attendance. Early in 1863 the Roman Catholic bishop denounced these schools, and rigorous measures were adopted to *force* the Roman Catholic children to withdraw, and with such success that in a short time less than 100 of that persuasion remained. Towards the end of the year they increased; but previous to the re-opening in 1864, the crusade was renewed, and a further reduction has taken place.

The Menlough village schools, vested in the Commissioners, were ready for opening in January of 1863; but the manager, Sir T. E. Blake, bart., a member of the Established Church, was unable, in consequence of the interdicts of the Roman Catholic bishop, to procure teachers till the month of May. The schools were then opened, under two Roman Catholic teachers; but the attendance in the male and female departments together never exceeded 6, though there are at least 70 children of a school-going age in the village, and there is a large population in the immediate neighbourhood for whose education no provision has ever been made by their clergy.

Tullokyne school, also vested in the Commissioners, was built at the instance of the late Lord Campbell, in a locality densely peopled, where no school accommodation before existed. It opened in January, 1863, under an accomplished and active teacher, a Roman Catholic, and in a short time was crowded with pupils. But soon the scene was changed. The school was denounced by the parish priest, who is manager of the Moycullen schools, vested in trustees, and eventually the attendance was reduced to one pupil. In the case the Menlough and Tullokyne schools, the only objection raised was that the buildings were vested in the Commissioners. That this was not the real issue is now apparent. Lately the landlord consented to nominate the parish priest as joint manager with his agent of the Tullokyne school; the priest has accepted the trust, and is now prepared to give every encouragement to it; yet it still remains *vested in the Commissioners.*

The Bawnmore Male and Female Schools, non-vested, were built at the sole expense of

the landlord, Richard A. H. Kirwan, esq. Roman Catholic teachers of irreproachable character were appointed, and every facility was offered to the parish priest to attend for the purpose of religious instruction. But this would not satisfy him, and his letter, setting forth the grounds of his opposition, is on the records of the Education Office. The management of the schools would not be conferred upon him, and this secured their condemnation. For some months there was a good attendance; but the denunciation came, sacraments were refused, and the teachers became alarmed, and resigned. The objection to this school was not that it was vested, but that the manager was a Protestant.

These cases indicate a fixed purpose on the part of certain of the Roman Catholic clergy to exercise the exclusive control over all schools connected in any way with their parochial charges. They claim to be invested with the sole power to appoint and dismiss teachers, and to direct the course of instruction. To such an extent is this carried that even Roman Catholic lay managers are barely tolerated. How such a hindrance as this is to be removed is not my province to determine.

The number of pupils promoted from a lower to a higher class within the year affords a good test of the efficiency of the schools and of the progress of the scholars, and I am enabled from the teachers' annual reports to lay before the Commissioners the following results:—

In the three departments of the *Galway District Model School* 80·2 per cent. of the children in average attendance were promoted during 1863; or excluding from the calculation the infants whose progress is necessarily slow the promotions in the boys' and girls' departments amounted to 92·2 per cent. of the average attendance.

In the *ordinary town and rural* schools the promotions amounted to 52·5 per cent.

In the six *convent schools* the number of promotions was only 17·3 per cent. of the average attendance. If I exclude from the calculation the Galway Male School, conducted by monks, in which no promotions were reported, as the school-accounts are not kept on the Board's forms and the promotions could not be ascertained, the per-centage in the remaining five would be 22·8.

The average attendance for 1863 at the model and ordinary town and rural schools was 2,437, and at the convent schools 1,686.

In conclusion, I beg to offer the following suggestions for the consideration of the Commissioners:—

1st. That measures should be adopted for the more general and effective teaching of needlework. Every girl on leaving school should be able to do the more useful kinds of plain sewing and knitting. Were this power possessed by girls, fewer ragged dresses would be seen. A circular might be addressed to managers directing their special attention to the importance of this branch, and informing them that the promotion of female teachers would be dependent on the proficiency of their pupils in needlework. The want of sewing materials is a great difficulty, but managers should see that these are provided from some source.

2nd. No unclassed teacher should be appointed by any manager before he shall have been examined by an Inspector and his competency certified, and no salary should be paid for any period prior to the date of such examination; nor should any candidate be passed who does not write a good hand or who fails in any one of the specified subjects.

3rd. In order to stimulate the paid monitors to a careful preparation of the subjects prescribed in the programme for each year they should not be paid any increase of salary until the result of the annual examination shall have shown whether they are deserving. If increase of salary were contingent on satisfactory answering I have no doubt both the monitors themselves and the schools in which they are employed would be benefited.

4th. In spring and autumn the numbers in attendance in rural schools are so small that regular examinations of the children at such times are practically useless. I am of opinion, therefore, that two inspections annually, at seasons when a good attendance might be expected, would be sufficient. This change would enable the Inspectors to pay more incidental visits, which in some respects are as advantageous as extended examinations.

District 35, Loughrea; Mr. Simpson.—The state of education in this district generally, while it cannot be pronounced as wholly satisfactory, may be considered as very well suited to the wants of the recipients, who are for the most part "sons of toil."

The programme issued by the Commissioners has done much towards assimilating lower class schools, and I can best convey an idea of the condition in which the district may be found by saying that in 75 per cent. of the schools it is very fairly realized as far as Third Book class, in 10 per cent. it is considerably exceeded as far as Fourth Book, and the remainder are either newly-established schools or labouring under some peculiar disadvantage, as extreme poverty of the people, sparse population, and wide area, or, as I regret to say there are instances, unprofitable teachers. In no school in the district is there a fifth class.

The desire for education of an elementary character among the people is decidedly on the increase, and were it not for the lamentable "exodus" a much greater excess of attendance over last year would be to be recorded. One teacher reports:—"Twelve of the pupils attending this school within the year 1863 have emigrated. I look upon this as a much greater loss to the school than that indicated by the number—twelve, as it generally happens that when one member of a family emigrates, another, the next in years, is withdrawn from school to assist in home duties—the school thus suffering doubly."

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While I note above that there are *unprofitable* teachers, it affords me much pleasure to state that they are few indeed. Of ninety-seven in the district there are but five whose removal is desirable, and time will effect this; two of them are young teachers who are but undergoing further trial as "probationers;" one is a classed teacher of seventeen years' standing, whose earthly mission has been sadly mistaken; and the other two are trained men who will not work. The remainder are in every respect creditable; all—some of course more, some less—interested in the welfare of their pupils, and willing to carry out every suggestion as far as circumstances permit.

The inducements to enter the service of the Commissioners as teacher are so little attractive that few who have a prospect of anything better than manual labour do so here, and the young people, having once embarked in this profession, soon become, at least the majority of them, unfitted for any other employment. So that, however anxious they may be to leave, not from distaste but from inadequate remuneration, it may be said "once a teacher always so."

In social standing the teacher is very much isolated, rarely receiving from those beneath him that respect to which the importance of his office should entitle him, and being looked down upon by those in no way superior to him, except in the accident of the possession of a few pounds. He nevertheless strives to maintain his respectability, and, considering his limited means, with praiseworthy success.

With regard to the moral tone of the schools I may say that it is duly cultivated, an instance for reprehension rarely occurring; but two such have come under my notice during the year, and with these I have dealt so as to prevent recurrence.

The management is unchanged, being altogether in the hands of individuals; thirty-one being cleric, fourteen lay. All of the former and ten of the latter are Roman Catholics. The amount of managerial duty discharged, as far as secular education is considered, seldom extends beyond the appointment or dismissal of a teacher, the correspondence entailed regarding salary, &c., the occasional supervision as to the punctuality of teachers in attending, and the slight repairs necessary to schoolhouses; rarely do the managers examine or note proficiency or progress, satisfying themselves with the idea that as an Inspector is paid for this duty it is not their business, and forgetting that, while his employment permits of but a few visits in the year, the manager may, by occasionally examining a class, incite the teacher to much greater diligence, and secure infinitely higher results in the schools. I know from observation, not in this district alone, that where a manager, especially if cleric, takes a warm interest in his schools and examines his classes the proficiency of the pupils is never to be complained of.

I consider the poverty of the majority of the people of the lower orders, rendering it impossible for their children to attend the schools with any degree of regularity, the inertness of many of the managers, and the unsatisfactory remuneration awarded to the teachers generally, the leading impediments within my province to touch on to the extension of the blessings of education. The first, unfortunately, cannot be at once averted; the second can best be removed by full confidence and sympathy for public good between the managers and Board's officers, and the establishment of regular payment of school-fees by those competent; and an increase of Board's salary, so as to place the teacher above want, and in a somewhat more independent position, would remove the third.

District 36, Parsonstown; Mr. M. FitzGerald.—Having entered rather fully in my report for 1862 into the subject of the teachers' position and prospects, I do not think it necessary to go over the same ground this year. Under this head, therefore, I shall content myself with saying that the circumstances of the district remain unchanged, except in one material point. I allude to the absolute prohibition to all teachers in schools under the management or control of the Roman Catholic clergy, against going to the training school. It is not my province to discuss or comment upon this prohibition; but I feel bound to represent what I believe to be the result of it upon the teachers. In the first place it has awakened a spirit of discontent, or, perhaps I should say, a sense of injustice among those who are thus excluded from what they naturally regard as a great boon. Even if this feeling extended no farther than towards those who are the immediate instruments in the infliction of the supposed wrong, its effect would be most injurious, as tending to weaken the tie which should bind teacher and manager in the strongest cords of mutual confidence. But the evil does not stop here. Men smarting under a sense of real or fancied wrong do not discriminate very carefully between the authors of it, where more than one may be assigned; and in this case unfortunately it is impossible for the teachers to avoid regarding the system under which they are employed as in some degree responsible for the injustice under which they suffer. Great and uncontrolled as is the power of the manager over the teacher, the latter was not prepared for an exercise of that authority, at variance with a fundamental principle in the National system of education, and tending directly to limit not only his own efficiency, but what comes home more nearly to most men, his means of advancement in his profession. Henceforth, at least while this prohibition continues in force, no teacher, excluded by it from the training school, can get into the first class, no matter what his attainments and his worth as a public servant; and, though but a small proportion might in any case succeed in attaining so high a rank in the Board's service, yet all look forward to it as at least within the bounds of possibility, if not somewhat nearer. Perhaps I may safely assert, that the prospect of being summoned to training,

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with all its present and contingent advantages, formed a principal inducement to many a man to enter the Board's service; I can certainly say that it was the immediate and coveted object of all young teachers' ambition; and it is not too much to conclude that when such a prospect is completely shut out, there will be a corresponding relaxation of the energy, stimulated by hope, which it had called into existence and nurtured. Here, then, we have, in the second place, a direct and damaging blow to the zeal and efficiency of the young teacher. Not only is he deprived of the benefits of training, which, well conducted, seems as necessary to the teacher as drill to the soldier, but he is at the same time deprived of the great stimulus to self-culture and exertion which the prospect, however remote, of being one day summoned to Dublin, possibly even to special class, supplied. Let us reflect for a moment how many men there are filling high offices under the Board, who, but for having been summoned to training when teachers, would never have become known to the Commissioners; let us remember how powerfully the knowledge that such promotion was within the teachers' reach acted in stimulating and sustaining the energy of every young teacher in the country, and we will have but little difficulty in estimating the injurious effects of the prohibition which has suddenly closed up the path in which so many have walked to eminence and affluence. Teachers must be more or less than mortal, if their efficiency be not seriously impaired by the altered prospects now before them. I will only add that these remarks are not the result of reasoning or speculation, but are prompted by a pretty intimate knowledge of the feelings of teachers on the subject.

In considering the state and prospects of education generally in this district, it will not be out of place to review briefly the progress which the National system has made during the past thirteen years. I select this period because it is during it that the system has had free scope for development. Whatever progress had been made during the first thirteen years of the Board's existence, the social disorganization caused by the great famine during the succeeding five years must have materially checked not only the improvement of the existing schools, but the establishment of new ones; and we may, therefore, regard the year 1851, when the country began to recover, as the commencement of a new era in the history of National education. Let us then see in what position this district stood at that time. I find from the Seventeenth Report of the Commissioners that, at the close of the year 1850, there were in existence only 43 out of the 92 National schools now in operation within it; so that, in the thirteen years which have since elapsed, the number of National schools has been more than doubled. This is surely a remarkable and an encouraging increase, and augurs well for the superior education and intelligence of the generation now coming forward into active life. But I have been chiefly induced to refer to it, because it affords a complete answer to those who allege that the National system of education has been a comparative failure, because there is still a large mass of ignorance remaining in the country. These objectors say, that as the National Board has been in existence during an entire generation, the men and women now in the country should all be more or less educated; and that because they are not so, the system has failed; but nothing could be more fallacious than such an argument. I have shown that so recently as at the close of 1850 there were not half the number of National schools in this district which have since been found necessary to meet its educational requirements; and I may remark that, as I have already stated in a former portion of this report, the school accommodation is not yet adequate to the wants of the population. Here then we have the fact established, that so recently as within the last thirteen years fully one-half of the people residing in this district had not even the means of access to a National school. How much larger a proportion had never attended one it is easy to conjecture; certainly, at least one-half of the remainder. So that at least three-fourths of the whole population in this part of the country, who had passed the school-going age, in the year 1850, had never come, directly or indirectly, under the influence of the National Board. Now it is persons who, in 1850, had attained the age of fifteen years, or thereabouts, who at this moment form the great bulk of the settled inhabitants of the country; and it is those very persons, three-fourths of whom had never been in a National school, that the National Board is condemned for not having educated! Is it too much to assume that this district presents a fair type of at least three provinces of Ireland, and that what is true of it is true of the whole country? Again, it is objected to the National system that the quality of the education afforded is inferior to what it should be; and a confirmation of this grave charge is sought in the reports of the Inspectors on the subject. This objection is equally fallacious with the other. If the reports of the Inspectors are to be accepted as evidence, it will be found that while they fearlessly and perhaps sometimes unsparingly expose defects, their unanimous testimony establishes the general superiority of the educational work done in the schools; but, of course, the condemnatory passages alone are quoted, too often without even the explanation of causes beyond the Board's control, which may be found in juxtaposition with them. But, after all, the Inspectors' reports are only the expression of their own opinions, based doubtless on the best information, but still opinions merely, and not conclusive evidence one way or the other. The fact of the good or bad quality of the education is not easily proved by evidence strictly so called; but I think we have a means of testing the educational worth of a large number of schools which disposes effectually of the charge that the quality of the education is intrinsically bad;—I allude to the paid monitors. It appears from the last report of the Commissioners that, at the end of the year 1862, there were 3,173 of these young persons in the Board's service,

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of whom 2,387 were senior monitors. Now, I assert, without fear of contradiction, that every one of these 2,387 young persons has received a superior primary education; that the great majority of them, indeed, I might say all, are good readers, excellent spellers, good writers, good arithmeticians; that they possess a knowledge of grammar and geography fully equal to that acquired by the children of the more favoured classes of society; that they write from dictation in a superior manner; that a large proportion of the males have mastered the elements of geometry, and have some knowledge of book-keeping; and that the females are good plain-workers with the needle—in short, as I have already said, that they have all received a superior primary education. I will go further, and say that, if it were possible, I would have no hesitation in pitting them at a competitive examination against an equal number of pupils or monitors from any National schools in the world; and yet every one of these monitors, without exception, has been educated in a National school. It may be said that they are selected from the smartest of the pupils, and that they have peculiar advantages. They certainly are selected partly for superior intelligence; this, however, is by no means the only qualification required; but there is no school in which monitors are employed in which there may not be found many pupils fully their equals in this respect; and even granting that they are the most intelligent in the school, surely they could not learn if the master were not competent to teach. As to having peculiar advantages, they have even less than are afforded to the pupils, for they are employed during great part of the day in teaching. Why is it then that their acquirements are above the average? simply because they attend school regularly, and remain longer at it. The gist of my argument is this, that the same educational machinery by which the monitors have been taught is available for all the pupils; and that if the pupils attended school as regularly, and remained at school as long as the monitors do, they would take away with them an equally good education, as indeed a very large number do every year. I conclude, therefore, that the *amount* of education in the country is fully equal to what can be fairly demanded of the National Board; and that in *quality*, so far as we have a certain and conclusive means of testing it, it is not inferior to what the best primary education ought to be. If such be the results attained up to the present time, what may we not expect when the whole population of the country shall have been brought under its happy influence; when the children of those who have been themselves educated in our schools, shall grow up under the joint care of the school and the educated parent; when the National system of education, having lived down misconception and misrepresentation, shall be fostered and maintained by those who now, with infatuated zeal, blindly seek its destruction! How earnestly should we hope that our rulers may have the wisdom and firmness to preserve to our country an institution which has been already productive of so much good, and which has such a brilliant future before it.

This report has already exceeded the prescribed limits, so that I am unable to touch upon some other topics to which I intended to allude. I shall, therefore, conclude with one or two practical suggestions, which appear to me to deserve the consideration of the Commissioners, viz.:—

1. I think it would be desirable to insert in the roll book, immediately after the pupils' names, a column for the date of their entry into the class. Some such guide is necessary to enable the Inspector to judge of each child's progress through the school. At present he can only ascertain this by an examination of the registers, or a tedious search through the old rolls, by which much time is frequently lost.

2. I would recommend that a printed programme of the course of study for each class should be prefixed to each lesson book, so that the pupil and his parents might have an opportunity of knowing exactly the requirements of the Commissioners, and the amount of knowledge necessary to insure promotion to a higher class. Such programmes, in manuscript, are pasted on the inside of the covers of the pupils' lesson books in Parsonstown Model School, and the practice has been found highly beneficial.

3. It is worthy of consideration whether it would not be advantageous to have the rolls marked somewhat earlier in the day than at present; in order (1) to secure a more punctual attendance of the pupils, and (2) to render falsification of the accounts more easy of detection. At present, when the rolls are marked at twelve o'clock, and the children go out for recreation immediately after, there is great difficulty in *completely* detecting false entries, without appealing to the pupils, a practice most desirable to avoid, even where the teacher's guilt is certain. He has the ready answer that the missing boy or boys went home at play-time, and did not return. Were the rolls called even at half-past eleven o'clock, an opportunity would be afforded the Inspector in suspicious cases of visiting the school at a time when detection would be certain. The check would be rendered almost complete, if in connexion with the order to call the roll at 11·30, it were suggested that the time for recreation should be from 12·30 to 1; by which arrangement also the school hours would be more evenly divided.

I do not intend in making this last suggestion to convey the idea that the practice of the teachers is to mark the rolls falsely; on the contrary, I believe that, in nearly every case, they are marked with singular fidelity, even where a diminished attendance is likely to lead to a reduction of the teacher's salary; but there will always be some cases which will require looking after, and, at present, for the reason stated, the means of detection are incomplete.

As a proof of the general accuracy with which the rolls are marked in this district, it

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will be sufficient to state that while the average attendance for the year 1863, as returned to me by the teachers, was 1,789 boys and 2,380 girls in 87 schools, the numbers actually present and examined at my inspections were 1,639 boys and 2,317 girls in 84 schools. Were the 3 omitted schools included, the agreement between the average attendance and the numbers actually met at these inspections, when my visits were made without previous notice, would have been almost identical.

District 37, Maynooth; Mr. MacSheehy.—In consequence of the circumstances already mentioned, I cannot offer any lengthened remarks upon the state of education in the district. I have no hesitation, however, in stating that the National Schools, on the whole, are progressing gradually and solidly. "As the teachers, so are the schools;" and the former are unquestionably improving from year to year in qualifications, and in their views of the calling on which they have entered. With respect to the teachers' rank in the Board's service this district holds a very high place. Of the males (principals and assistants) more than half—55 per cent., and of the females nearly half, are in either first or second class, whereas it appears from the Commissioners' last report (Appendix, pp. 285-6) that, over Ireland, the first and second classes united contain but a third exactly of the teachers of each sex; and of *unclassed* teachers there are but 11·5 per cent. here, while the proportion for the whole country amounts to 37 per cent.* The teachers' emoluments are relatively high here, the average income for masters being exceeded in only 9 districts, among which are, Belfast, 2; Dublin, 2; and Cork, while the schoolmistresses are better paid than in 39 of the 58 districts accounted for in the Appendix referred to above. And yet even in this comparatively favoured part of the country, while the teachers' social status appears to have an upward tendency, their means are too often very inadequate to the support of their families. Their general conduct, so far as I know them, or hear of them, is most exemplary, and that it is so regarded by the managers of their schools is proved by the rarity of removals or dismissals.

Apart from the religious instruction, which is regularly given in every school in the district save one, the teachers do not appear generally to attempt a direct, or intentional, moral training of their pupils. From this point of view the chief defect to be observed is, that in many of the schools truthfulness, for its own sake, is not inculcated as earnestly as it ought to be. But this omission is assuredly not peculiar to the National schools, and taking them all in all, it would, I believe, be hard to show that the whole outcome of their teaching, secular and religious, is excelled elsewhere—that any other class of schools yields results more conducive to Christian morality, social order, and national progress.

District 38, Dublin, South; Mr. MacDermott.—I consider that the teachers, generally speaking, are improving as instructors of youth.

As to their devotedness to their profession, this will always be found to be in proportion to the value which they derive from their schools, whether from the salary granted by the Commissioners, or from their own industry and qualifications as private tutors.

Their means of living, I fear, are very narrow; as to their dwellings, such as I have seen of them are comfortless, and too small to preserve the separation of the sexes, so essential to the morality, or even decency of the household.

I never observed any want of a Christian spirit on the part of the teachers, and least of all, towards their pupils.

I regret to say, that I consider the management, on the part of the correspondents, very defective; while some of them are very attentive to their schools, the majority, I fear, are otherwise.

District 39, Tullow; Mr. Mitchell.—I took charge of this district on 19th May, 1862, and now leave it after an experience of just one year and eight months. It is, therefore, with diffidence that I express an opinion on the progress of National education here.

I should be glad to be able to record a greater rate of progress than I am able conscientiously to report in the improvement of the general body of teachers as instructors of youth, and more especially as school-keepers. I know more than one instance in which the teachers of a newly-organized school, have for a time acted up to the example so well set them by the organizer, but have gradually fallen off in zeal and punctuality, and have, in the long run, allowed their schools to lose most of the distinctive traces of successful organization. I know other schools in which the teachers have, each time, displayed, during my stay with them, an activity and zeal (in getting through work) which I firmly believe to be anything but habitual.

Again, I am sorry to have to remark that fully one-eighth in number of all the principal teachers in this district have been found guilty, during the past year, of wilful

	1st Class.		2nd Class.		3rd Class.		Probrs.	
	M.	F.	M.	F.	M.	F.	M.	F.
*Centesimal proportion in 58 Districts,	9·6	10·6	24·	22·4	49·2	47·1	17·2	19·9
Centesimal proportion in District 37,	20·	13·	35·	32·6	40·	47·9	5·	6·5

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falsification of their school account books. Now, considering that in not more than one-half of all the schools is the *actual* attendance low enough to afford a motive for this conduct to those who scruple not to practise it, this shows a state of things much to be lamented.

The majority of the teachers appear not to think of abandoning their present profession —in fact, in this neighbourhood there are but few other openings for them, and several of them are, for their position in life, very well off.

The social standing of the teacher here appears to me to depend much more on the character of the individual man, than on the office he holds.

As regards their conduct and demeanour in public, I am happy to say I can speak most favourably of the general body of teachers. I have very rarely heard anything in the least discreditable of any one of them. In the majority of schools the inculcation of a Christian spirit and of good habits is properly and successfully attended to.

There is no single instance of a school committee in this district, nineteen-twentieths of the managers being clergymen of the Roman Catholic Church. Several of those are most particular and painstaking in promoting punctuality and regularity of attendance on the part of the children; but I am sorry to say that there are a few who show indifference to the progress of their schools, and to the material comfort of the children while in the school-room.

There are no noteworthy impediments to the spread of National education in this district, if I except the hostility of the general body of clergymen of the Established Church.

District 40, Wicklow; Mr. Mahony.—I. *The Teachers.*—The unexceptionable character and demeanour of the teachers is creditably shown by the fact, that within this year I have not known, nor even heard insinuated, the slightest fault of any of them, apart from the deficiencies in teaching which I have ascertained. Even in this respect their short-comings are not always culpable. Besides those whose fidelity is unimpeachable, and those whose relative inefficiency arises from age or infirmity, from want of skill or method, from constitutional inactivity, or other defects for which they are scarcely responsible, the residue of the nominally inefficient is inconsiderable. It would not be easy to find a body whose worth and service so largely exceed their inadequate requital.

Difficulty in providing suitable male teachers, and inferiority in the younger men, still continue the most serious obstruction to educational progress. It can be scarcely otherwise when the payment of teachers in their earlier service, and the prospect of being better in later years, continue as they are. Although the position of teachers here is better than elsewhere, it is, in many cases, discouraging enough. Almost every third class teacher depends entirely for his support on the Board's salary and school-fees; and those fees are, in some cases, only between £1 10*s.* and £2 10*s.*; for third class teachers they average £3 18*s.*; there are four second class teachers also dependent on the Board's salary and school-fees. This year the fees of one, after thirteen years' service, were £2 1*s.* 4*d.*; those of another, after fifteen years, £1 15*s.* 6*d.*; those of another, after twenty years, £3; and those of another, after twenty-seven years, £2 7*s.* 10*d.* After an average service of twenty years their school fees averaged £2 6*s.* 2*d.* For every £1 which the Commissioners paid them, the parents of those taught contributed nineteen pence. In one case a first class teacher gets nothing but the Board's salary. The fees of another first class teacher in a large town, are £1 11*s.* 6*d.* The best paid in the district are two first class teachers—one of thirteen, the other of eighteen years' service—each in receipt of good service salary and school endowments, and each paid school-fees on a comparatively liberal scale; and their total incomes are £72 each. A career starting at £15 or £18 a-year, after hard exertion reaching £25 or £30, stopping short generally at £35 or £40, in a few exceptional cases reaching £60 or £70, must often fail to attract the educated intelligence which a teacher wants, when so many other employments are to be had which require less knowledge, and give larger emoluments with lighter work.

Within a very short period I have known five teachers, some of whom were refused classification more than once, and some of whom could never be classed; yet they have all found situations in which they are better paid than the average of creditable teachers. I know three other instances in which indifferent teachers are now in other employments, better paid than the most deserving teachers in the district. As regards withdrawing teachers from the service, the competition of other occupations, so far as I have seen, has actually been rather a gain than a loss, by taking away more of the worthless than otherwise; but in the numbers, the ability, the knowledge, and the worth which that competition keeps away it is deteriorating the teaching body, by forcing the acceptance of those who are unfit —when not only is no choice to be had, but the demand far exceeds the supply, and thus lowering and keeping down, rather than raising the standard of qualification.

II. *Moral Tone of Schools.*—The moral and religious influence of all the schools in the district, as I have described in former years, continues undiminished. The extent to which that influence penetrates, its depth and force, they know best who witness the every-day life of those whose homes it reaches. In the mere examination of schools, or in connexion with them, it is distinctly visible; in neatness and order better observed; absence of untruthfulness, quarrelling, cruelty, and rudeness; corporal punishment almost unheard of,

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and the instruments of it—at one time the essentials of every school, and the characteristic of every teacher—becoming numbered amongst the things of the past. The demeanour of the poorest, not only in the school, but in the street, on the road, in places of public resort, might well be imitated by some who are considered their betters. That of the female children merits especial praise. The fact, though stated formerly, may be again repeated, that the education in every school through the district is essentially a religious education. If there be any one distinctive attribute more prominent than another, it is their religious influence. In many cases religion extends beyond mere instruction. If the intellectual discipline of those schools in the aggregate were proportioned to their moral and religious influence—if they taught what is often supposed to be the only subject of National school teaching, as well as they inculcate what they are supposed not to teach at all—they would give little room for animadversion or complaint.

III. *Management.*—Since last year there has been an accession of one clergyman and one landed proprietor of the Established Church. The only other changes have been caused by the death and re-arrangement of the jurisdiction of Roman Catholic clergymen. The managers at present are—I. Clergymen—Established Church, 1; Roman Catholic, 28. II. Landed proprietors—Established Church, 4; Roman Catholic, 2. III. Superioresses of convents, 3. IV. Public company, 1; managers under it—Established Church, 1; Roman Catholic, 1. In the case of managers of the Established Church, one school is under joint lay and clerical management, and two under joint lay management. In the case of Roman Catholic managers—of the clergy 2 are managers of 8 schools each; one of 7 schools; 4 of 4 schools each; 4 of 3 schools each; 12 of 2 schools each; and 5 of 1 school each; and of the laity 1 is manager of 2 schools, and another of one. The practical supervision of managers continues substantially the same as I have described in former years. In some cases their visits are somewhat more frequent; in others I apprehend they may be less so. But in every instance their moral influence continues unabated.

IV. *Impediments.*—All other impediments are scarcely worth notice in comparison with one—caused either by indifference, or by the demands of labour, or domestic exigencies—that such vast numbers do not avail themselves of the means of education within their reach. If the rare feat were accomplished of devising a plan of education to which no one would object, and the most skilful teachers provided, with faultless schoolhouses, furnished with all appliances and means of communicating the best possible instruction, there would still be a multitude either careless or unable to be instructed. What is chiefly to be deplored in the educational condition of the country is not how few are taught well, or how many are taught badly, but how very many are not taught at all. The census returns recently issued reveal what a vast amount of ignorance still darkens the land. Without entering into its general details, I take only the limited sphere which had been confided to me. I have carefully abstracted from the census returns the following particulars in relation to this district.

	1841.		1851.		1861.	
Number in district of five years of age and upwards	M.	F.	M.	F.	M.	F.
Able to read and write, . .	24,137	18,687	22,746	20,244	24,471	24,235
Able to read only, . . .	10,383	13,777	8,967	13,198	7,934	10,081
Not able to read or write, .	20,659	24,154	17,837	19,045	20,347	22,423
Total, ...	55,179	56,618	49,550	52,487	52,752	56,739
Proportion per cent.						
Able to read and write, . .	43·7	33·	46·	38·5	46·4	42·7
Able to read only, . . .	18·8	24·3	18·	25·2	15·	17·8
Not able to read or write, .	37·5	42·7	36·	36·3	38·6	39·5

With some it may be a subject of reproach that in the twenty-ninth year of the existence of National education in Ireland, with a quarter of a century of practical activity up to the recent census, so large an amount of ignorance has been ascertained to prevail in any part of Ireland. But the fault lies elsewhere. (I.) Twenty-eight years previously to the recent census the present system of National education had practically no existence. The Commissioners, as they state in their first report for the year 1834, only "*commenced* receiving applications for aid towards schools in January, 1832." Twenty-five years previously to the census there were only fifteen National schools in the district, with not quite 1,500 on the rolls, or about 1 in 800 of the whole population. Therefore scarcely one at present of forty-three years and upwards, and not one of fifty and upwards, could have received the rudiments of instruction in a National school; and those of forty-three years and upwards undoubtedly constitute a large proportion of the utterly illiterate. (II.) It is precisely where National education has been availed of least that the proportion of ignorance is greatest. In the Barony of Gorey, for example, with a population, over five years of age, of 7,762 males and 8,094 females, where National schools are few and scattered, and some of them but recently established, 2,960 males and 5,057 females, or

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38 per cent. of the former and 62·5 of the latter, cannot read or write; whilst in the adjoining parish of Donaghmore, with a population, over five years of age, of 674 males and 694 females, similarly circumstanced in every respect, except that National schools have been long established there, though not sufficiently, only 249 males and 258 females, or 36·8 per cent. of the former and 37 of the latter, cannot read or write. In the adjoining parish of Ardamine, having 601 females, only 206, or 34·2 per cent., cannot read or write. Thus on two conterminous tracts of country, alike in every other respect, there are *two* females utterly illiterate for every *one* that is so in the other, where a fair provision has been made for National education. Again in the baronies of Arklow and Newcastle, with a population, over five years of age, of 16,196 males and 16,108 females, with comparatively few National schools, 7,135 males and 6,893 females, or 44·2 per cent. of the former and 44 per cent. of the latter, cannot read or write; whilst in the barony of Rathdown, with a population, over five years of age, of 4,572 males and 4,807 females, and where National schools are nearly adequate, only 1,707 males and 1,673 females, or 37·3 per cent. of the former and 34·8 per cent. of the latter, cannot read or write. So far the absence of National education and illiteracy seem to follow, like cause and effect; and unless the cure creates the distemper the causes of that illiteracy must be sought elsewhere than in National education.

District 41, Portarlington; Mr. Graham.—The state of the schools in this district is low; and as the school depends upon the teacher for its efficiency, I do not anticipate much improvement.

The teachers, as a body, are lowly classed. Out of 82 teachers, 8 are in first class, 18 in second class, and 56 in third or probationers' class, while only 40 of the entire number are trained. The average income of each (from Commissioners' grant, school-fees, and local contribution) being under the pittance of £30 per annum.

The mandate of the Irish Roman Catholic bishops is in full force in this district, and so far as 69 out of 89 schools are concerned (these schools being under the management of Roman Catholic clergy) no teacher can be sent to a training school.

No teacher trained in 1863 will be nominated to a National school.

No pupil teacher will be nominated from a model school.

No monitor will be allowed to go to training. If he goes, and braves the displeasure of his clergy, he must abide the consequence; and if a teacher goes to training he will be dismissed. Hence all vacancies must be filled by inexperienced monitors, or by lads fresh from the plough.

Some eight schools are taught by young persons, pupil-teachers from model schools, while twelve schools are taught by young persons who had been "paid monitors," and who came direct from their respective schools. On comparison, no greater test, as to relative efficiency between "trained and untrained" could be adverted to. In the former you have the germ of future excellence, if it be allowed full development; in the latter the raw and ill-digested attempt at educational husbandry. The effect of the present attempt to prevent the training of teachers, will, I imagine, be that suitable persons will not come forward for the office of teacher, because as a teacher's classification and salary depend upon his "school-keeping," and as this is, in a great measure, dependent upon experience and skill acquired in training, such persons would for years be kept in an inferior class, and in fact would remain so long only partially educated, that any future training might be but of little use to them.

Hence, intelligent young persons who do join will seek for schools under *lay* management; and in the long run, schools under Roman Catholic clerical superintendence will not be in a position to compete successfully with those under lay control, unless by the exercise of such a measure of clerical influence and authority, the continued exercise of which would prove injurious and distasteful to all parties.

As the schools in this district comprise portions of those of three dioceses, I assume that the rules just quoted are in force over a very large number of schools.

The teachers in many instances have chosen their profession, I think, without previous training or due consideration; but once embarked, they are, to a certain extent, unsuited for other employment; and thus they stick to the ship, and in the long run they might have done worse; for, allowing that their pay is not large, yet, so far as the Government is concerned, they are fairly paid *according to their merits.* As their salaries can be, and are, subsidized, just as they display talent, skill, and energy, viz., increased classification, gratuities for paid and unpaid monitors, for singing, drawing, order, &c.; and to these are added good service pay, and retiring superannuation allowance for *long and faithful service.* Besides, in some cases teachers can superadd to their incomes by private tuitions, surveying, &c.; for this and their own intellectual improvement they have sufficient time; for, as a general rule, teachers only perform public duties for five hours daily on five days in each week.

Teachers complain that "the pupils' school-fees are so trifling." If these school-fees are not paid, my experience leads me to believe that it is the teachers' fault; because, there is no doubt that the more efficient the school and teacher, the more regular will be the school attendance, and the greater the school-fees. As a body, the teachers in this district are little, if any, above the artisan class.

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II. In all the schools I have found harmony and good social feeling to prevail.

III. I am of opinion that managers, especially the Roman Catholic clergy, exercise much greater supervision over the schools than they formerly did, but yet I am not prepared to say that this is done for the purpose of rendering them more efficient in secular details.

IV. The opposition of the "religious political" element which exists on all sides, the anxiety of the dominant party in the Roman Catholic Church to secure separate grants, and the establishment, on the side of the Established Church, of schools to keep up a system which is antagonistic, and which refuses education to any except through compliance with practices which directly tend to forgetfulness or neglect of conscientious scruples, are among the principal causes which, in my opinion, tend to retard the progress of mixed education, and to mar and impede the usefulness of a system which, I feel, was the greatest boon ever granted to Ireland.

District 42, Gort; Mr. Cowley.—I. Imperfectly acquainted with this district, totally ignorant of any other, I can only deal in an inexperienced manner with the absolute and partial, and must leave the relative and general untouched. Whether, therefore, the teachers are improving or not, I am unable to say. As a class they seem devoted to their profession, and unwilling to leave it. Only one of their number has fallen a victim to the prevailing epidemic of emigration; whilst for every vacancy there are competitors almost in scores.

The social standing taken by the teachers is, in general, highly creditable to themselves, and satisfactory to all interested in the spread of education. Their conduct is usually marked with propriety, their outward appearance respectable, and their attention to cleanliness and neatness greater than can be found in the homes of their neighbours.

II. Habits of quietness and obedience are impressed upon the children; and, when at play, there seems a remarkable absence of the quarrelling and ill-will which a long experience in schools of another kind had taught me to associate with a playground.

III. The management is chiefly confined to the signing of papers, &c. In some cases even this is not done so expeditiously as could be wished, whilst in one the neglect of this and other duties is so great as almost to take the shape of opposition. On the other hand, some managers take an active interest in the working of their schools, and themselves act as a check upon the teachers, and are not unwilling to expose their incompetence or neglect. Yet there are few, even of these our best managers, who are sufficiently scrupulous in the appointment of teachers, or who would not transfer their schools to the Christian Brothers if it were practicable. Were it possible to introduce a system of competition for vacant situations, it might be found as advantageous as it has proved in other departments.

IV. One of the great obstacles to the progress of education in this district will, I think, be removed by the action of the late regulations as to sale stock. The other is, I fear, beyond control. It consists in the irregularity of attendance, consequent both upon the poverty of the parents and the uncertainty of the climate.

District 43, Thurles; Mr. Lawler.—I. I believe many of the teachers are devoting themselves earnestly to the discharge of their duties and to the cultivation of their own minds, and are therefore every day improving as instructors of youth and school-keepers; but I am sorry to have to say, that there are a few who appear to take very little interest in their business; who plod on listlessly and lifelessly, and who, I am certain, infuse a large portion of their own dulness into the minds of their unfortunate pupils. None appear anxious to leave their business; the good teachers are too fond of it for its own sake; and the bad ones are too stupid to think of a change.

The social standing of teachers is, in general, pretty much the same as that of small farmers, because the means and modes of living of these two classes are now pretty much the same.

II. The moral tone of the schools is satisfactory. Besides special religious instruction in the Christian doctrine daily in each, the general lesson is read and the principles of it inculcated on the minds of the pupils.

III. The management is by individuals; twenty-five of whom are Roman Catholic clergymen; one is a landed proprietor, two are land-agents, one is agent to a mining company, and three are clerks of poor law unions. In general, there is very little superintendence exercised by the managers over the schools; they seldom visit them; their business with them appears to consist merely in appointing and dismissing teachers, signing quarterly returns of attendance, &c., and in handing teachers' salaries, and reprimands for them, received from the Education Office.

IV. I know of no serious impediments to the extension and improvement of National Education in the district.

District 44, Athy; Mr. Coyle.—The progress made in education is not equal to what might be expected, considering the attention it has received, and the amount of money expended on it. But the National system is not fairly chargeable with this, for no one can say truly that any system could remove or remedy the obstacles to success that have sprung up, I may say, in each decennial period since the National system was introduced.

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Without noticing other causes, and going back no farther than the year 1846, the physical and material obstacles to educational progress were so great, that it ought to be rather a matter of wonder that education did not greatly decline, than of complaint that it did not advance.

The peasantry, never since free from the fear of famine, the farmers struggling often in vain to maintain their position, the artisans pining away in idleness, the humble shopkeepers sinking into insolvency, all classes contributing their quota to swell the tide of the most astonishing emigration known to history, concurrently with all these wonderful circumstances, when most people thought of nothing but the struggles for mere existence, how could education make that progress which might otherwise be fairly expected? It was impossible that it could; but in my opinion the state of education is satisfactory, taking into consideration the things just mentioned.

At any rate the schools were kept in operation, and even increased. In most parts of the country they were within convenient distance of the children. There was a ready and cheap supply of requisites. The school-fees were low, and those unable to pay were never excluded for want of them. The schoolhouses, if not nice specimens of architecture, afford good accommodation, many of them being very comfortable. The teachers are much better in their acquirements and in knowledge of school-keeping than ever before in Ireland. The National system afforded these advantages and facilities. If corresponding benefits did not follow, it is plain that the source of failure or of insufficient progress should be sought, or at once admitted to be, elsewhere. To maintain, against great difficulties, a position once gained, though not a highly favourable one, is in itself a success.

I think this negative success would be turned into positive, and that education would flourish rapidly in Ireland, if the people were once again secure against the return of famine, and settled down to live at home. At present almost every farmer and labourer is planning and fretting to leave the country.

I have often found boys and girls, nearly adults, latterly attending school, after a long interval of absence, and in advising them to do so and so (something relating to penmanship, grammar, or geography), I would be told they could not do so and so, for that they merely came for a few weeks, preparing to go to America, or to Australia—the expense of the passage being invariably paid by the relatives to whom they were going. Such persons in all probability would not have returned to school at all except with a view to learn to read and write in going to emigrate, just as if they thought knowing so much would be of no use at home, but would be of great use abroad.

The teachers are generally well conducted, and in their several localities much respected; and they are contented with their position, whilst naturally anxious to improve it. Curiously enough, though their incomes are scant, and in many cases hardly adequate to the support of themselves and their families; and whilst the world about them seems in tumult and commotion, moving to lands beyond the sea, only one of them emigrated last year, and he was one who, examined three times, could not obtain any class.

The supply of male teachers able to gain a high class is very limited; but there are far more well-qualified girls to be had than situations can be provided for.

The moral tone of the schools is very satisfactory. Good habits, peace, and brotherly love are inculcated in every school without distinction.

The management of the school continues as last year. I explained fully all the facts and circumstances bearing on the point, and it would be useless, as they continue the same, to repeat them now.

District 45, Ennis; Mr. O'Galligan —I. The teachers of this district, in most instances, welcomed the opportunity which, through the exertions of Mr. Keenan, Chief of Inspection, and other zealous advocates of educational progress, had been afforded them in the appointment of organizers, one of whom (Mr. P. Molloy) was sent, by direction of the Head Inspector, Mr. Hunter, to this district in the latter portion of 1861. Since that date he has been constantly, except during two recent attacks of illness, employed in remedying any defects that might have existed in the internal arrangements of the schools which he has been appointed to visit, and in recommending improvements in the furniture or additions to the apparatus, &c. A few experienced teachers, men of deservedly high classification, and possessed of much social influence amongst their neighbours, trembled lest the appearance of a strange teacher in their schoolrooms—a man who, in the opinion of the scholars and their parents, had come to supersede them in the discharge of their functions —would, doubtless, undermine their influence by injudicious remarks, or, even by the introduction of a different method of teaching, overthrow what it is so difficult to rebuild, viz., a teacher's reputation for infallibility in matters connected with his duties.

At first I was requested by some very worthy men of this class not to suggest to the managers that their schools should be organized; and this request was more than once urged as a personal favour, so sensible were these teachers of the precarious nature of their reputations. Attendance for a few consecutive Saturdays at the educational lectures delivered by Mr. Molloy resulted in a complete change of feeling in every instance, and the very teachers who had been most anxious that he should be excluded from admission into their schoolrooms became the most desirous of all that the "organization" of their own

schools should be soonest entered into—a request which, under the circumstances, I was most happy to comply with. Men who have the moral courage to express fears about the endurance of their reputation as successful educators, and so soon after admit the injustice of their suspicions regarding the good sense which the Board's officer should be expected to display, and the groundlessness of their prejudices against a system, new to themselves, but introduced by educationists of more extended experience and of greater natural ability than even their own self-esteem could represent them to be, are not likely to fail in the discharge of their ordinary duties, or to entertain (unless under the pressure of keen distress) any thought of abandoning their profession.

There is, however, a rather numerous class of young men, who, having commenced their career as "the promising pupils" of their respective schools, and subsequently, perhaps, as paid monitors in the same, regard teaching as a happy lot, and the calling as a better remunerated and less laborious one than that pursued by their parents and neighbours; for the farming and labouring classes have an idea that mental exertion, however great, is only a pleasant recreation, and manual labour the only exercise that can fatigue the human frame. Entering on the profession of teaching with such ill-founded ideas, they are badly prepared to meet and overcome the many difficulties which are sure to impede, from time to time, the efforts of even the most skilful and experienced of teachers. Dissatisfied with their office and themselves, they too often neglect their self-improvement, and fail (or succeed but indifferently) at their first examinations; becoming (if not gifted with more than ordinary perseverance) disgusted with an occupation that they had in the first instance so much misunderstood.

The average amount contributed towards the support of teachers "from local sources"—though still very inconsiderable in comparison with the salaries paid by the Board, and inferior to the corresponding amount (£6 3*s.* 8*d.*) returned for 1861—has risen from £5 2*s.* 8*d.* in 1862 to £5 8*s.* for the last year—a result which proves that the small farmers and labourers, who compose the great majority of the parents whose children attend National schools in this almost exclusively agricultural district, have improved in circumstances since the previous year.

Comparing the incomes derived "from all sources" (casual gratuities, of course, excepted) during the past twelve months with similar returns for the two previous years, we find that in 1861 it reached the average amount of £31 18*s.* 10*d.* for male teachers and £27 7*s.* for female teachers; that in 1862 it amounted to £31 2*s.* 3*d.* (males), and £24 12*s.* 0½*d.* (females); and for the past year £28 4*s.* 1*d.* in the case of the male teachers, and only £20 7*s.* 5*d.* in that of females—a comparison by which we arrive at the disagreeable conclusion that a male teacher at present is valued at no more than a female one had been in 1861. His income, at the same time, appears to have experienced a diminution of 12 per cent. within a space of two years—a loss to a great degree counterbalanced by the greatly reduced prices of ordinary farm produce, and the circumstance that a larger proportion of our present teachers are unmarried than at the former date, and that the others, whose families depend upon them for support, derive more profit now from the small farms or vegetable gardens which the majority of them hold.

The position of the female teachers during the same period, however, has become a much less enviable one. While the prospects of becoming "settled in life" have greatly decreased (the Roman Catholic clergymen in most parishes of this county complain that marriages amongst the farming, and, indeed, all classes, have become much less frequent of late years than formerly, owing principally to the mania for emigration), their incomes have fallen off, within a space of two years, not less than 26 per cent. To render this reduction of income more distressing, three-fourths of them (or nearly so) are at present unmarried; and, living for the most part among strangers, have to pay dearly for their food, lodging, and clothing. Such articles as bread, butter, tea, and meat have declined very slightly in price (meat not at all); while clothing suitable to persons of their grade has been greatly enhanced in cost.

I cannot conclude this subject more appropriately than by quoting the words of a respectable female teacher, who had been engaged for many years as a member of a very useful religious order in France, and was at last obliged to return to Ireland in order to save an aged mother from destitution. In a recent letter, written to me upon hearing the result of the last examinations for this district, she thus describes her present position:—"I thought I would bring something better than *last of last.* If this cannot be, I pray you, sir, to have me summoned for next examinations. I have devoted all my time to the school, and am dependent on my salary for mine and my mother's support. I find it will barely procure us the common necessaries of life; consequently I must either advance, or retire and seek some other means of support."

More than half the number of managers (or correspondents) in this district is composed of Roman Catholic clergymen. In every parish of the county the parish priest has schools under his own management, to which he appoints teachers and removes them (reluctantly, however) if the interests of the parishioners appear to him to need so decided a step. Many clergymen devote a reasonable portion of their spare time to visiting the schools under their care, or otherwise promoting the usefulness of the latter. Where the parish is extensive or the parish priest in delicate health, this duty is generally shared by the curate, who (in very few cases only) sometimes relieves the parish priest of the labour

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of corresponding with the office and the teachers. The rector of one parish is the official correspondent for a school in connexion with the county gaol to which he acts as chaplain. In the three poor law unions the clerk is recognised as correspondent in all matters relating to the workhouse schools; the masters and matrons (subject, however, to the control of the respective board of guardians) perform the other duties of managers. In the remaining cases the schools are under the management of the gentlemen on whose estates they are situated, and such schools are not unfrequently visited by these patrons, who also, I am happy to report, encourage the teachers to labour earnestly and skilfully in the discharge of their duties by means the most calculated to secure that desirable result—by the hopes of reward in the shape of free dwellings and land, or of pecuniary allowances where the former would be attended with inconvenience to other parties. Where the landed proprietor himself is unable, through illness or absence from the neighbourhood, to exercise the needful amount of superintendence and control, it is efficiently enforced by his agent, who, in some cases, is also recognised as official correspondent.

The difficulty of procuring really good teachers, or, if once secured, of retaining their services for any considerable length of time, is, in most parishes of this district, the greatest obstacle against which the school managers have to contend. It is also one for which it is almost impossible, under present circumstances, to suggest a remedy, especially while markets abound in other countries, where labour, even of the rudest kind, is in great request, and while the office of a teacher is so little respected and his exertions so poorly remunerated by the very parties who should be most interested in procuring skilful instructors for their children.

In a few parishes the Catholic clergy succeed, partially at least, in overcoming this obstacle, and, by securing the payment of more liberal school-fees, "command the market." At the present time, however, while so many strenuous efforts are being made to impede the working of the National system, it is difficult, indeed, for any Roman Catholic clergyman, in the face of prohibition, or even mere admonitory communications from higher authority, to succeed in getting his younger teachers trained, or in other cases insisting upon the payment of liberal school-fees for the benefit of teachers of schools which they are taught from other quarters to regard with suspicion. Most clergymen in such cases insist upon the children "being sent regularly to some school," and leave it to the teachers and the parents of the children to arrange about the payment of the school-fees. To extricate himself from so unpleasant a predicament nearly every teacher would agree to any conditions, not altogether ruinous to his interests, which the parent might choose to propose. A teacher of long standing and respectable classification would, doubtless, confide so much in his own reputation or chances of more remunerative employment elsewhere as to enforce his rights by resorting to legal proceedings if necessary. Those less fortunate in obtaining preferment, or less resolute in disposition—the majority, of course, in every district—would be obliged to yield, and naturally feel little concern about the interests of pupils thus thrust upon them.

The emigration, especially during the past year, of several respectably-classed teachers, and the retirement (in previous years) of several others, owing to old age, delicate health, or wilful neglect of duty and consequent dismissal, have necessitated in no trifling degree the appointment of younger and less highly qualified teachers to fill their places. To this cause, rather than to the falling-off in the amount of school-fees may be attributed the serious decrease in the amount of the teacher's income already referred to. An evil resulting from such appointments is the want of capital (either in money or chattels) which the newly appointed teacher generally labours under. I have noted that in only 12 cases (workhouse schools excepted) has either house accommodation or land been provided rent free for the teachers, and in only 3 (or 50 per cent.) of those, in which a single room was so provided, did the teacher avail himself (or herself) of this convenience; want of furniture, or the means of purchasing it, being the reason assigned for this apparent want of economy. I have also been informed, especially by female teachers, that if single rooms, fitted up with even the simplest furniture, could be secured by them near the schoolhouses, they would greatly prefer to occupy them rather than to submit to pay (often exorbitant) rents for the wretched rooms (or shares of rooms) to which they are often obliged at present to plod from their schoolhouses over a mile or two of roads proverbially "soft," and exposed to the wetting rains which prevail during nine or ten months of the year in this very humid climate.

There are objections no doubt which could be urged against the solitary residence of young persons of either sex, especially females, but the possible evil results are more than counterbalanced by the great actual inconvenience which such teachers often at present suffer from having to mix (during the only portions of their morning and evening hours which they could, under more favourable circumstances, devote to study) in the society of persons whose conversation and habits are, at best, little calculated to increase their fitness for an office of so responsible a nature. The houses in which they are generally obliged to lodge are the small public-houses, or the confined dwellings of farmers, whose poverty is more urgent than their pride, and who, for a sum of £1 or £1 10s. per quarter, will "oblige the manager," by consenting to receive the teacher as a lodger, on condition (most generally) that the guest occupy the kitchen during the evening, and at night retire to rest in a bed-room already shared by two or more members of his own family. A few

young teachers are exempted from the whole, or greater part, of the money payment, on condition that two, or even more, hours of the teacher's scanty leisure time be devoted to the instruction of the farmer's family—a bargain which he generally has cause to regret at his next examinations.

To obviate as much as possible the necessity for depending upon such unsuitable lodgings, I would suggest that grants be made by the Board for the construction (on the usual terms as to local subscription of portion of the cost) of simple, inexpensive dwellings for the teachers of vested school-houses; and that in all other cases where a suitable room or cottage has been provided, rent free, for the use of the teacher, that the Board would make a small grant (say from 10*s.* to £3, according to the furniture required) for the purchase of suitable furniture, the latter to be kept in repair at the expense of the teacher, and the manager to guarantee (as in the case of "apparatus") that the articles so procured will be reserved for the sole use of the teacher (and his family, if married), and if applied to any other purpose, that the amount of the grant will be refunded to the Commissioners. A somewhat similar arrangement has recently been made for the benefit of the teachers of primary schools in France; the Emperor having (by a decree of 4th September, 1863,) ordered that a sum (of about £4,000) should be set apart for the (part) purchase of furniture for the teachers of any school (82,135 in number) where the communal authorities will agree to subscribe one-half of the entire expense of the furniture, the latter to remain the property of the "commune," or parish.

Want of funds has in many cases led teachers to neglect the observance of the twelfth practical rule, which requires them "to keep their schools constantly supplied with National school-books and requisites, &c.;" but as a much stronger inducement than the fear of censure now exists, it is to be expected that in future no teacher, except when labouring under great distress, and unable to obtain any advance of money from his manager or the parents of the children, will be so indifferent to the interests of his school as to be guilty of any serious violation of this important rule. On the contrary, it is to be feared that a few teachers, especially in large towns, where the demand for school-books is greater, may be unable to resist the temptation of purchasing larger stocks than they can dispose of by legitimate means, and that they will (for the sake of the per-centage allowed by the Board, and also the difference between "the reduced cost" and "trade prices" of the articles themselves) sell them to parties not connected with the schools, or entitled to purchase the articles at any reduction. If the teachers be allowed to keep their accounts of sales according to their own fancy it will be extremely difficult for any Inspector—especially from his want of precise knowledge of the ages, residence, and other necessary particulars connected with the parties whose names will appear as purchasers in the teacher's accounts, to exercise effective supervision, or to prevent abuses of this nature. This difficulty would, in my opinion, become much less serious if an account-book were supplied gratis for the use of each teacher, and the latter compelled to record in it, not only the nature and quantity of sale-stock supplied each time from the Education Office (the "invoice" being preserved as a voucher that such articles only have been received) on one side, and to keep an account on the other of all sales made to the pupils—the "name," "age," and "residence" of the latter being inserted in proper columns ruled for that purpose. I would further suggest, that in every case where the District Inspector may report a teacher for gross remissness in neglecting to keep up an adequate sale-stock, a supply of school requisites, varying in quantity according to the average attendance of pupils, be at once forwarded for the use of the school, and the teacher fined an amount equal to the full cost of the articles thus supplied, and the carriage of the parcel to the depot.

Deficiency of school-books and writing materials is, in ninety cases out of a hundred, the radical defect of every inefficient school; and self-interest would then stimulate the teacher to remove so serious an obstacle to his own efficiency and promotion.

In concluding this report I have to express my acknowledgment of the valuable assistance rendered to me by Mr. Patterson, (now) Head Inspector, and by Mr. Moloney, Acting Inspector, who visited (during my protracted absence from the district) a considerable number of the schools, and reported upon them in a form which enabled the results of their examinations of pupils to be embodied in the table of proficiency, and contributed to render that statistical return more complete than it could otherwise have been. It is also my duty to state, that in consequence of the still delicate state of my health at the close of the last year, the duty of compiling the most laborious and important tables of this report devolved upon Mr. Moloney, and that he performed this service and the correspondence with the teachers (which the errors, &c, in filling their annual reports necessarily entailed) in a very considerate, and, I think, satisfactory manner.

District 46, Tipperary; Mr. Potterton.—Here, as regards the state and prospects of education generally in my district, I need do little more than beg a reference to last year's report. Any change in any respect is, it is true, for the better, but the amount of such change is in any case but very moderate; the most gratifying is in the matter of the purely scholastic incomes of the principal teachers. In this respect I find an increase of about 3 per cent. in the case of male teachers, and of about 5 per cent. in that of the females. The feature in connexion with this improvement which seems to be the most

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pleasing, and which has indeed induced me to make special mention of it, is *not* its amount, but the fact that it is referable to all the three sources of income, viz., Board's grants, local contributions, and school-fees, but mainly to the last mentioned. This increase in school-fees is all the more noteworthy as a greater number of pupils are entered as altogether free, and a less number as paying the extreme high rates, clearly showing what I have often contended for, that a moderate scale of fees regularly paid is what our teachers should rely on, avoiding any pressure on the really needy, or any risk of rendering their schools unpopular with the more independent by charging them at too high a rate.

In conclusion, I think it is also interesting specially to note the number of cases of teachers now in the district who had been either pupil-teachers or monitors. This number is no less than 47, or considerably over one-fourth of the entire staff of teachers, principals, and assistants.

District 47, Kilkenny; Mr. Harkin.—I. My connexion with the district is so short as not to enable me to arrive at a satisfactory estimate in this respect. As far as I can judge, however, they appear well-intentioned and honest, though much behind the teachers of other parts of Ireland in knowledge of their business. The improved modes introduced in 1856, with so much cost and labour, are almost as little known here as they were throughout the rest of the island previous to that date. This is seen in the fact that, although there are 18 teachers in first class and 31 in second class, and 26 whose period of service extends over fifteen years, only two were found worthy of receiving supplemental salary for good service in the year just terminated. They appear devoted to their profession, and exhibit no inclination towards a change of occupation. Their social standing is comparatively good, being determined in most cases by the worth of the individual himself. A few married teachers, low in classification and unskilful, live poorly; they are the exception, however, and undoubtedly owe much of their restricted comforts to their own want of energy and foresight. On the whole, the position is a good one, leading for the courageous and self-denying to high distinction and emolument, the way even towards that reward being not without its solace.

II. The moral tone of the schools is unquestionably good. In no instance have I heard, during the year, of conduct calling for reprehension.

III. The majority of the schools are in the hands of the Roman Catholic clergy; the others being under the management of lay gentlemen of influence and position. The nature of the supervision exercised, however, is, with one or two distinguished exceptions, more perfunctory than paternal; affording but little aid towards the efforts of the State, in advancing the interests of education. In numerous instances the exercise of managerial functions is limited to dispensing the Board's salary—a duty which might be as effectually performed by the agents of the post-office, the police, or any other organization, without professional bias or interest in the question of education. This apathy on the part of managers is much to be deplored—leaving, as it does, very much to chance or doubt an important interest whose satisfactory issue could be made a certainty.

IV. There are no impediments to the extension of education worthy of notice. Improvement, however, in the quality of the instruction is much to be desired. To effect this, all that is needed is to call into active operation the ample resources of the education system, of which but stinted use has hitherto been made.

District 48, Dungarvan; Mr. J. G. FitzGerald.—I have nothing to observe specially beyond what I adverted to in my last report.

The teachers of the district are, upon the whole, improving as instructors of youth.

The moral tone of the schools is satisfactory.

The manners and habits of the pupils are much improved.

The character of the management is improved, and more surveillance is exercised by the managers.

District 49, Waterford; Mr. Eardley.—I. Being in charge of this district for little more than six months, I cannot speak of any improvement in the teachers as instructors, compared with former years. In general they appear steadily devoted to teaching as the business of their lives, and they evince no desire of engaging in any other occupation. The time spent in acquiring the qualifications necessary for becoming a teacher rather unfits the person for agricultural pursuits, and there are very few openings in this locality for such a class of persons.

Of the 126 teachers in this district—including principals and assistants—57, or 45 per cent., of the entire are either probationers or are placed in the lowest division of third class, and as a rule they have only a limited acquaintance with the improved methods of imparting instruction; they follow in the beaten track without ever appearing to consider that any other more efficacious methods exist. For this large class something is required to "foster the spirit of their calling, and to promote their improvement by regular meetings, by consultations, conversations, written essays, and the study of particular branches of instruction." So far as I am aware, there does not exist a single school-conference in this district where the teachers might meet on Saturdays for mutual improvement.

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It is to be regretted that the supply of teachers who are properly qualified as instructors of youth is so limited. Sixteen schools in this district are conducted by probationers who, generally speaking, had no previous preparation for the important duties they are called on to discharge. However, without exception, the young teachers are anxious to carry out such suggestions as I find it necessary to leave. Some of the old teachers, who have taught hedge-schools before their connexion with the Board, are by no means so desirous of improvement. As might be expected, they look on their attainments and method of imparting instruction as susceptible of no improvement, and regard any suggestions of the Inspector as capricious and useless innovations. Fortunately the number of such is very limited, and is not likely to increase. As a rule the teachers do not make any preparation the evening before, for the next day's business; I never meet with notes of lessons, or well-arranged sets of questions, in their hands, and, as a consequence, their lessons are too often incoherent and not effective.

In the case of teachers in the first and second classes, their social standing is rather above what might be expected from their limited incomes, arising from an appreciation of their exemplary conduct and public utility.

Probationary teachers and those in the third class are barely able to eke out a subsistence on their small salaries, and in general, do not occupy a position in the social scale, which is almost essential, in order to command that respect and confidence due to the functions they are called on to discharge.

II. *Moral Tone of Schools.*—The moral tone of the schools is generally unexceptional. Religious instruction is imparted for a stated time daily, and the clergy express themselves fully satisfied with the results produced. Sufficient attention is not given to personal cleanliness in the boys' schools, many of the pupils wearing their hair too long, and without being over-scrupulous as to the state in which it is kept.

III. *Management.*—The management of the schools in this district is in the hands of individuals, of whom nearly 70 per cent. are Roman Catholic clergymen. Though the majority of these gentlemen rarely examine the children, deeming such unnecessary, owing to the frequent examinations of the Inspector, yet they in general visit frequently and make great exertions to keep up a good attendance. Without their repeated exhortations, the attendance, irregular as it is, would be much worse. The principal defect in the management which I observe is, that adequate exertions are not made to supplement the Board's salary to the teacher by local contributions. Sometimes I meet with managers who, in enumerating the good points of a teacher in one of their schools, will mention that he does not press the children for fees—that he takes whatever they bring without grumbling or expressing dissatisfaction. It is to be deplored that the people are not made to consider themselves bound to pay for the education of their children as they would for any other service; and in the case of the children of the very poor, a collection from a whole parish to defray the partial expense of their instruction would surely be a more equitable proceeding than to charge it entirely on an individual who is by no means the best able to bear the burden.

IV. *Impediments.*—The only impediment to the National system in this district, arises from the opposition of the Roman Catholic bishop and clergy to the model schools, by which a supply of competent teachers is to some extent cut off.

District 50, Enniscorthy; Mr. Dugan.—The state of National education in this district, and I believe in county Wexford generally, is best characterized by its mediocrity, and presents no salient feature by which to judge of the success or failure of any system. Although the greater number of the older people in the farming and labouring classes whom I have met with can read and write a little, acquisitions which they must have made previous to the establishment of National schools, yet it is astonishing what little ambition they have to educate their children. It is true that nearly all the present adults can read, write, and cipher in a tolerable manner, certainly a great step, but there is nothing higher. The peasant children of this county seem to me not to possess much of that quickness of wit and aptness of intellect to be met with in most other parts of Ireland, striking instances of which must remain in the memories of many of my fellow Inspectors. About 50 per cent. of the children from five to fifteen years of age attend the National schools in the district, but of this number, not less than 71 per cent. are between five and twelve, and of this 71, about one-half are between five and nine years. We have thus two elements combining to depress National education, viz.:—1. Want of attendance; 2. Shortness of attendance. Both must be ascribed to the demand for labour especially existing in agricultural districts; and consequently it is difficult to devise an adequate remedy. Evening schools may do something, but their influence is very slight. At all events the evil is one which, from the very progress of education itself, must be diminishing in a far greater ratio than this progress is slow.

When one considers the drawbacks described above, how comparatively short a time the National schools have been in operation, how few of the present heads of families of a school-going age could have been affected by them with higher motives in favour of their children, and how defective for this end were the old peasant schools, it must cease to be a matter of surprise that National education has done so little—perhaps lead to wonder that it has done so much. It is to the younger portion of the people and to the next genera-

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tion that we must look for its results in their true measure. It is certainly unreasonable, not to say unphilosophical, to consider those at present attained as a crucial experiment whereby to test National education in this district, as well as in other parts of Ireland.

The education of the children in the larger towns, such as Wexford, New Ross, and Enniscorthy, is almost wholly absorbed by the Christian Brothers' and convent schools. Of the entire number of pupils attending National schools in the district, about 28 per cent. are in convent schools connected with the Board. If we confine our attention to females, this proportion becomes 47 per cent., or nearly one-half of the entire. These schools therefore deserve some consideration, and I append a table exhibiting the proficiency attained in them as compared with that in the ordinary National schools, excluding poor law union schools.

Learning	Nature of Proficiency.	Per-centage of Proficiency to Total Number examined.	
		Ordinary National Schools.	Convent National Schools.
Reading,	Able to read Book I. correctly,	21	17
	" Book II. "	29	23
	" Book III. and higher,	20	17
Grammar,	Acquainted with parts of speech *only*,	26	32
	Able to parse syntactically,	9	8
Geography,	Acquainted with outlines of map of world *only*,	39	31
	" with maps of Europe and Ireland,	5	3
	Able to answer on general course of geography,	0·18	–
Writing from Dictation,	" to write a sentence with tolerable accuracy,	30·5	23
	" " with ease and correctness,	9	6
Arithmetic,	" to set down a number of seven places,	24	14
	" to work correctly a sum in subtraction,	48	39
	" " a sum in compound division,	20	10
	" to solve readily sums in proportion or practice,	11	3
Penmanship,	" to write on paper fairly,	40	13
	" " with ease and freedom,	5·5	1

From this it appears that the proficiency attained in convent schools exhibits far lower comparative results than that in the ordinary National schools of the district, the amount of difference being greatest in arithmetic and penmanship; least in grammar and reading There is also another consideration to be urged, viz., that if the per-centages had been calculated, not with regard to the total numbers examined in each subject, which are fluctuating, but to the total number present, or to some other definite number, as I think they ought to be, these differences would be even much greater in favour of the ordinary National schools. In other words, a lesser number of the pupils attending the former schools attain a certain amount of proficiency as compared with those attending the latter than is indicated in the above table.

Suppose we take the case of writing on paper as an illustration. In the convent schools it is a fact that a comparatively larger number of the children are in junior divisions than is to be found in other schools. These are kept, as it were, under a shadow from the examiner, or as it is pithily expressed, "are not fit for examination." We find in many of the ordinary National schools that a large number of the children in class II., and even some in class I., are taught to write upon paper. These are included in the total number examined on the subject, and, of course, since scarcely any, or most frequently none, can obtain a mark under the head of proficiency, the per-centage must be *pro rata* lower than if such junior pupils had been altogether omitted in the calculation. This omission is precisely what takes place in the convent and some indifferent ordinary National schools, where the junior pupils referred to are not taught to write on paper.

The argument equally applies to all the other subjects save reading, in which the total number examined corresponds to the number present in the schools.

This low proficiency of the convent schools I attribute to the defective teaching power, and to the want of responsibility and definiteness of aim in the teachers. On entering one of these schools several of the nuns are found in attendance, assisted by a number of young girls acting as paid monitors. But these excellent women, so humble in mind and so lofty in example, have neither the energy nor training to render them able to educate and discipline such large bodies of the poorest, and frequently the most unruly, classes of girls that are generally to be found in attendance. Besides this, they have other avocations and duties calling them away during the day and absorbing their attention, and are also so frequently removed from convent to convent that in many instances they possess little knowledge of the temperaments and characters of their pupils, and thus lose at least one great element of success—sympathy, and deep moral interest for each child.

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The paid monitors in these schools, from want of sufficient instruction in the various subjects required, and in the art of teaching, with a few exceptions, answer very indifferently at the annual examinations, and, as a rule, do not in after-life become efficient teachers.

I do think that in each of these schools there should be at least one trained lay teacher paid by, and responsible to, the Board, her salary to be deducted from the capitation grant, the remainder, if any, to be given to the community for the purchase of books, fittings, &c. This is necessary, were it only to give unity and systematic arrangement to the whole business of instruction according to the rules established by the Board. In these schools we find a peculiar arrangement existing similar to what has been called the "Fächer system," in Germany and Switzerland, *i.e.*, where instruction in the different subjects, without reference to the classes of the children, is divided amongst different teachers. This arrangement is almost inevitable, where, as in convent schools, the number of instructors is so large, and where each individual instructor can be employed only during a comparatively short time in the day, owing to the several avocations and duties engaging the attention of each outside the school. The objection to the system rests mainly upon moral grounds. The character and temperament of each child is not in its integrity known to any one instructor; it becomes parcelled out as it were, each portion being separately ministered to; but to adopt the words of a German writer, "As many doctors are of little use to the sick-bed, so many educators are but ill-calculated to carry on the education of the individual." Hence, we scarcely ever find cultivation of character or proper discipline prevailing in these schools.

But in other points of view this Fächer system would not be so objectionable were it properly combined with the classification system as adopted in our schools—a system based upon the harmonious development of all the intellectual faculties, and the necessity for each class obtaining a certain amount of positive knowledge in each subject, and which alone is suitable and proper for popular education.

Instead of this, however, it has been found that the children were classified according to their proficiency in different subjects, such as first arithmetic class, second arithmetic class, &c., the only subject in which the classification agreed with that of the Board being reading; this, of course, from the necessity of the case, the reading books being in themselves so classified. It therefore very frequently occurs that children in sequel and class III., are superior in arithmetic, geography, or grammar, to several in class IV., and higher. I found this state of things existing in all the convent schools of the district, and had great difficulty in trying to get the pupils classified according to the requirements of the programme, taking as a guide their proficiency in the three essential subjects only—viz., reading, arithmetic, and writing, trusting to time and the effects of frequent superintendence and examination to extend it to the minor subjects.

I consider the general body of the National teachers to be improving in method and efficiency as school-keepers, and to be fairly devoted to the discharge of their duties as public instructors. All are, however, dissatisfied, and very justly, with their emoluments, the annual average income from all school sources being only £28 15*s.* 2*d*, or £31 4*s.* 4¼*d.* for the male, and £23 17*s.* 3½*d.* for the female teachers. Not more than fifteen have residence or land provided rent free, and in each case the annual average value of these is about £3. Fifteen have small incomes apart from their schools of the nature of payments for tuitions, evening schools, land surveying, &c., the annual average value for each being about £8. There are also a few other items of income, such as that derived from premiums, gratuities, &c., which are necessarily fluctuating in amount and limited in number. We thus see that the annual emoluments, though above the labourer's, are below that of the skilled artificers. But it will be borne in mind that our teachers are in constant work, their income is certain and definite, their actual toil comparatively light, and they are subject to less temptations in wasting or spending their substance. So that, taking all into consideration, I believe they are quite as well off as the artificer in point of means—have, at least, a social position as good, and are far more independent of the caprices of fortune.

Moral Tone of Schools.—When I say that the children attending our schools are obedient and respectful to their masters and superiors, well conducted towards each other, and generally quiet and orderly in their habits and manners, it is in truth saying a great deal; but is it all that should be said on the subject so far as it relates to its treatment in the school as between teacher and pupil? Without presuming to inquire as to what extent the inculcation of special religious principles may have tended to form their moral character, I feel bound to say that this has not by any means been properly and befittingly attended to as a part of the child's school training. The Ten Commandments are not read as a portion of the combined instruction in any of the schools of the district that I am aware of. The general lesson is everywhere so read, but it cannot be asserted that adequate attention is paid to the inculcation of its beautiful Christian principles to form a part or guiding motive in the moral being. Apart from this, moral teaching, such as in the true sense of the word forms the moral character, is not directly attended to in our schools; yet, who will deny that it ought to hold a definite place in every curriculum of instruction for the young. The intellectual powers and development appear to have had too much time and trouble expended on them, while all the higher faculties of our nature—the sense of right and truth, of justice, of benevolence, and those other sentiments that

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go to make up the sum of human virtue, and to form human character, as fitting it for here and hereafter, seem to be wholly neglected.

Works have been published, all admirable in their way, instructing our teachers how to organize their schools, on what methods to teach the various branches of elementary knowledge, and the best means of developing the nascent intellectual powers; but we look in vain for any instruction relative to the higher powers of the mind, or even for a hint as to training and forming the moral character of the children. May we not ascribe to this great want in our educational system, the comparative absence of the high social effects—an increase of concord and order amongst all classes—of social happiness and of immunity from crime, which the advocates of National education, looking too narrowly and only to one development, predicted from its diffusion.

Management of Schools.—Is vested in the parochial Roman Catholic clergymen in the majority of instances; in four of the convent schools the superioress of the order is manager and correspondent. Only one ordinary school is under the management of a layman, the Collector of Her Majesty's Customs at Wexford. The amount of management chiefly consists in signing official documents, appointing teachers, &c. I feel bound, however, to say that in this latter case a large number ask for my approval beforehand. There is very little superintendence of the schools, very little of that personal co-operation and hearty warm sympathy with the teacher so essential to success.

District 51, Limerick; Mr. O'Callaghan.—I feel much pleasure in stating that the teachers of this district are, on the whole, improving as instructors. Most of them are now fully sensible of the absolute necessity of employing skilful and intelligent methods of teaching. Several of them have procured works that treat of method and school organization. This is a subject of study to which very few of them heretofore thought of applying themselves; but it is clear that no part of their duty is of more importance than the acquirement of clear notions on the art of teaching. I think that all the teachers should be encouraged to prosecute inquiries in this direction, as, besides the advantage likely to arise to their schools from their study of the works of eminent educationists, the habit of study and a taste for reading will probably be acquired by the teachers, of which, I regret to state, too many of them are utterly destitute. The establishment of a well-selected lending library for each district would afford the necessary aid, and prove of lasting utility.

District 52, Newcastle; Mr. Robinson.—I beg to make the following suggestions which my experience of the working of the system has led me to believe would be improvements:—

The classification and promotion of the teachers require in my opinion some modifications. My reasons for what I suggest will be best seen when I discuss each step in detail.

The present system of promotion by an oral and written examination acts injuriously upon the schools. I am aware that a part of the present system consists in making the state of the school the grounds for admission or rejection of the candidate, and that, therefore, the teacher's character as a teacher is necessarily an element in his promotion; but I also know that the teachers look to the actual examination as the real test, and that when about to prepare for promotion it is to it alone that they look. All their energies are directed to their own studies, for in practice they find it easier to be admitted to the examination than to pass. The consequence of this is, that while preparing for examination, their schools necessarily suffer, (1) from a falling off in attention, and (2) from a falling off in efficiency, owing to their coming to their schools with pre-occupied minds and exhausted energies. As teachers very rarely pass at the first examination, and as they nearly always try again until they succeed, the injury done to the schools extends over several years. If the teacher do not succeed, the injury is even greater, as he is certain to become a discontented man, and to discharge his duties henceforward in a compulsory manner.

All this could be avoided by making the excellence of the school a more prominent feature in the classification of the teacher. I have already brought this principle forward in my previous reports, and I still think it sufficiently important to bring it once more under the notice of the central establishment.

The following details regarding it are, however, somewhat different from what I previously suggested. They are better, in my opinion, than the others, and they have the additional advantage of being approved of by Mr. Sheridan, as it is from him that I first heard them. The first class would remain as it now is; the second class would be divided into *three* grades instead of two, with the view to make the efficiency of the school extend over as many years as possible. *Admittance* into a class should be as now, by examination, but *promotion* from grade to grade of that class should be by the state of the school alone,—this to be determined on the reports of both the Head and District Inspectors, as is now the case in recommendations for good service pay. Such a system of double reports would effectually prevent any but the well-deserving from succeeding. The parchment certificates now in use would be found to be valuable in this scheme of promotion.

I should make the time to remain in each grade of second class, *one year*, whereas in the first class I should limit the time to two years. Thus to get from 2^3 to 2^2, the teacher must have taught his school well for one year; to get from that to 2^1, he must have taught his school well for a year more. He cannot now rise higher until he present himself for

examination, which he can only do after having taught his school well for the third year. If promoted into first class, he must have taught his school well for *two* years before looking for promotion in it.

If a teacher fail to obtain promotion, and if he adopt the plan of trying again, which now works so badly for the schools, he will but benefit the children; for his efforts will be not to his own studies but to their advancement, and this alone ought to be a strong reason for the system now advocated.

II. There are now too many classes of teachers. We have the first, second, third, and probationers, and, in my opinion, there ought to be only two. The change can be very easily effected, as I shall explain farther on. I should remove *entirely* what is now called a probationary teacher. This office is in itself a confession of weakness in the present system of classifying teachers; for, what is a probationer? He is a man employed as a teacher, paid as a teacher, doing the duties of a teacher, and acting under all his responsibilities, *but whose qualifications for the office have yet to be proved.* Surely such an officer is an anomaly in a proper system. I could understand his existence in a new institution from the extreme difficulty that all institutions must meet with at first in obtaining properly trained servants, and his continuance in it until it had time to form men for itself, but I really cannot conceive how he ought to be allowed to remain longer. The National system has now been in operation for over thirty years. It ought not to wait any longer to cast from its ranks men who were admitted so exceptionally. These are the men that bring disgrace on the teaching body, and on the character of our schools.

I should also remove entirely the present grade of 3^2. This is a rank too low to have the principal charge of a school. The Commissioners will not give him the charge of a junior monitor, whose programme does not require much higher attainments than are expected from a good sequel class boy. It is surely, therefore, inconsistent to give him the charge of children ranking in any grade to the fifth inclusive, that he may choose to teach. Those who remain in this grade at present are those who as probationers were kept on from year to year on trial, who were unable to pass the examinations, and who were eventually classed, as the alternative was only between classing or dismissing them. I never yet signed a certificate for such persons, in which we are obliged to certify that they are "competent to conduct a school," that I did not feel I was doing violence to my own conscience—for they certainly are not competent, and what is worse, they never will be, or can be. There are some young men now in the grade of 3^2, who will eventually become good teachers. They are merely in the transition stage to the higher classes which they will eventually merit. It is not of these that I now speak, but of those others who attain their level at this low standard. They, like the probationers, are a disgrace to the body and to the schools.

III. What is now the 3^1 grade I would retain, but I should limit it to *assistants* merely. I should make it compulsory upon teachers to serve first as assistants. It is quite a mistake to appoint a man, on his literary attainments only, to the principal charge of a school. He ought to have some experience of teaching before being placed in so important and independent a position, and this experience he can gain by acting as assistant.

IV. The monitorial staff I would re-model. I would divide the present period of 7 years as follows:—

1st year, 2nd year,	Junior Monitors.
3rd year, 4th year, 5th year,	Senior Monitors.
6th year, 7th year,	Pupil Teachers.

Thus introducing a new grade, and cutting off one year from the periods of service, now set apart for both the junior and senior monitors. I would also begin the monitors at the age of 13, instead of 10, and make the pupil teacher thus at the close of his second year, 19 years old.

When the age is fixed as now for junior monitors (10), many parents, especially among the farming classes, accept the office for their sons, who yet have not the smallest intention of ultimately making them teachers. This they do because their service as monitors extends over the very period that they intend them to remain at school; and as the office does not interfere much with their progress as scholars, the paltry salary is accepted. Again, at an early age children will accept office themselves, from the power and distinction it confers, without any regard to their own natural tastes. The taste is not formed early, and this is an objection against appointments at an early age, for the nearer we can approach the period of life when taste develops itself, the more certain we are of appointing proper persons, and the fewer will be our disappointments afterwards. At a very low age also we must fix low acquirements as our test of competency, and of course we must expect a low kind of assistance. Practically both of these things are now violated, otherwise the present monitorial staff would be brought into disrepute. Junior monitors are in reality older than what the limits point out, and they know more than what is required from them.

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When the time of service is too long, as it is at present, the children despair of reaching a goal too long deferred. There can be no object in prolonging the period of service except to gain practical efficiency as teachers, but all the efficiency now obtained is quite attainable in shorter time, and is actually attained after the first two or three years of office. Increasing the age and the standard for admission will still guarantee the proper efficiency, and make the office less wearisome. That the time is too long is practically proved by the majority of monitors becoming teachers at the end of their second year of office. It is very rare, indeed, when they complete their course.

The value of the pupil-teachership which I recommend, I have already treated of in former reports. Each succeeding year convinces me of the correctness of my views on this point, and I hope the time will soon come when such an office will form a necessary part of the monitorial staff.

The duty of the monitors would be chiefly to learn the subjects which they must afterwards teach, whereas the duty of the pupil teachers would be chiefly to learn the proper methods of teaching these subjects. On this account I would limit the teaching of the junior monitor to one hour and a half daily, and of the senior monitor to three hours; while I would require that the pupil teacher should teach all day, receiving, as the others, extra instruction out of school-hours in lieu of the time thus spent.

V. I would connect the different grades of the teaching body, by making it compulsory to fill one office before seeking an appointment to a higher.

So long as there are no special advantages attached to the junior ranks, and so long as any one may compete for the higher ranks without entering the others, so long will it be difficult to get persons to fill the lower offices satisfactorily, or for the full time mentioned. A teacher's profession is like any other profession, all the better for having none in it but those who were specially trained for the purpose. One might as well employ an unskilled labourer to build his house in preference to, or on equal terms with, a regular mason, as make a schoolboy a teacher. Teaching, just as masonry, cannot be properly performed, except by him who has been properly drilled and trained to the work. But it is not schoolboys who are employed in the majority of cases, for they are too young, but persons who have left school for some years, and who from having been employed at home on the farms, &c., have quite forgotten all they knew at school of the technicalities of the office. Neither the managers of schools, nor, practically, the Board look to the monitorial staff as the only proper source of supply. As a consequence, those who intend to become teachers are careless about becoming monitors.

Inspectors are now obliged to examine all persons appointed to schools by the managers; but if these persons can read, write, and count fairly, and know some little of geography and grammar, they must be pronounced fitted for the rank of probationer, even if they turn out afterwards regardless of study, and incapable of learning the art of a teacher. If the Board only knew, as all Inspectors must know, the utter incompetency of many of the persons thus selected by the managers for their schools, the vast difficulty of making any selection at all out of those sent for examination, the risk the Inspectors run, by the desire to obtain suitable persons, of personally annoying the managers, and thus eventually injuring the schools, the number of unqualified persons thus forced into the service to avoid the unpleasantness of such a disagreement, and who after years of trial are eventually dismissed, they would, I am certain, hesitate no longer in taking the necessary steps to make the monitorial staff the only source of supply.

After the monitors had served the proper time they should be appointed as pupil teachers, and when they had served as pupil teachers they should become assistants, and so soon as they were qualified they should get a certificate entitling them to become principals in ordinary National schools.

VI. After the expiration of the two years' service as pupil teacher, they should be called for examination before the Head and District Inspector. If found duly qualified they should get a certificate allowing them to act as assistants only. The literary qualifications for this should be the same as that now for the grade of 3^{l}.

This is the period at which training in Dublin ought to take place. My impression is, that before entering a school as an assistant, the teacher should first be trained in Dublin; for, I think, on the whole, it is better to learn the system well before being called upon to put it into practice. Some, however, think that a young man ought to have some actual experience of the difficulties attending an ordinary National school before being shown the true method of dealing with them. Many arguments could be advanced on both sides of this question; but at all events there is one thing quite certain to my mind, that a teacher should never get charge of a school as principal until after he has been trained. As an assistant he can easily be spared from the school for five or six months, but as a principal teacher he can never leave the school without injury to the children. I would not, therefore, make training compulsory, but I would retain untrained teachers as assistants, the only position for which they are properly qualified.

VII. Again, I would not allow of any classification in training. It is not for this object that a training school is established. A course in a good training school ought certainly to *fit* a teacher for a higher grade, and in many cases it actually does, but it ought certainly never *confer* one. All promotions ought to be submitted to the same tests —the test of examination and of actual working in their own schools.

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What I would do, however, is this—I would give a trained teacher, so long as he remained an assistant, a higher salary than an untrained one, and this because of the efficiency as a teacher which his training is naturally supposed to have conferred.

When the teacher returns from Dublin I would allow him the privilege of attending an examination for his certificate of second class. He could also attend such an examination yearly, so long as no bad report was made upon his exertions in school, until he attained that rank. He would then be fitted to take charge of a school, and be pronounced competent to train monitors, pupil teachers, &c.

If talented he would attain this standing at the age of 21 or 22, and have been in the receipt of an increasing salary from the age of 13.

The whole scheme will stand thus:—

1^1	Pupil Teacher of second year, age 19.
1^2	Do. of first year, „ 18.
1^3	Senior Monitor of third year, „ 17.
2^1 Principal Teachers only.	Do. of second year, „ 16.
2^2	Do. of first year, „ 15.
2^3	Junior Monitor of second year, „ 14.
Assistants trained.	Do. of first year, „ 13.
Do. untrained.	

This system could be gradually made to supersede that now in force. The present scale of salaries would require but little change. Beginning with the junior monitors the rates (£) would be 4, 5, 7, 8, 10, 14, 16. The assistants would have £26 when trained, and £20 when untrained. The principal teachers of the second class would have £30, £32, and £34 respectively, while the teachers of the first class would have what they have now, £38, £44, and £52.

This system would be more economical than that now in force, and it would also be more satisfactory to the teachers themselves. An assistant would have at the very lowest £20 yearly; and if trained he would have £26, upon which he could live pretty fairly until he attained the rank of principal. As it is now, an assistant teacher is obliged to go from house to house teaching for his food and lodging, and thus rendering himself unable to study, or to conduct his school business energetically next day. The junior ranks would be better paid, and the salary of the pupil teacher would be sufficient to induce monitors to remain their full time.

The *average* payments made by Government to the principal teachers would then read much higher than they do now without having increased the outlay; and as the lowest would have £30 independent of school-fees, premiums, &c., he would be able to live very fairly, especially as he ought to attain that rank at the age of twenty-one or twenty-two.

In conclusion, I will say a few words upon the method of adapting the other parts of this scheme to that at present in force.

(1.) The grades of second class can be altered at any time, and the promotion from grade to grade by the joint reports of the Head and District Inspectors can also be introduced immediately.

(2.) The monitorial can also be changed at any time. Those at present in office could be examined and classed as junior monitors, senior monitors, or pupil teachers according to their age and proficiency. The proficiency being tested by new programmes made out for that purpose.

(3.) Until a regular supply of pupil teachers is provided it will be necessary to admit externs to the office of assistantships; but it can be made a rule from the present time that such persons can only be admitted in case that there are no pupil teachers already in the schools properly qualified for the office.

(4.) The training of the teachers is a matter that cannot well be decided just now; but this part of the scheme can be postponed until the present crisis is passed. In the meantime, however, it can be ruled that all assistants appointed after a certain date must qualify themselves for the grade of second class before allowed to act as principals, and also that none but such assistants will be allowed to act as principal teachers in any National school.

(5.) It is also easy to cease the system of classification of teachers in training.

(6.) The summoning of pupil teachers to the annual examinations before the Head Inspectors is also easily practicable.

Were this system once introduced it would be more economical than the present, more pleasing to the teachers, and more certain of producing good schools. It is under this belief that I have taken the liberty of suggesting it for the approval of the Board.

The previous suggestions are brought forward with the view to increase the efficiency of the teaching body. There remains yet the necessity of suggesting some means by which the teachers' exertions will be aided and supported by the children and their parents. The master is effective only in proportion as he secures the ready co-operation of his children. I know of no better plan than that of a regular system of premiums.

Premiums are a very powerful incentive to attention and progress. I am aware that they do not by any means form the purest or highest motives for study; but I am also aware that in the present state of our schools there are no other agencies half so effectual

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I have had occasion to notice lately their good effects in the schools on Lord Devon's estate. His lordship gives small premiums of books to the best answerers in each class, and to the child who attends best and is best behaved. The consequence has been that all the children have become more diligent in their studies, more regular in their attendance, and in every way better and more orderly.

The good that has thus been done in a few isolated schools at a very small outlay I should like to see extended to all willing to embrace it; and as there are not many noblemen to assist in this work I should like to see the Commissioners aiding it from the funds at their disposal.

In my previous reports I advocated the system of giving premiums in all schools in which the local parties were willing to contribute a certain sum. In this report I propose to sketch out the system in more detail. The following are the premiums that I would suggest in each class:—

5th class	1.	value 1*s.* 10*d.*
	2.	„ 1*s.* 6*d.*
	3.	„ Parchment certificate.
4th class	1.	„ 1*s.* 4*d.*
	2.	„ 1*s.* 2*d.*
	3.	„ Parchment.
3rd class	1.	„ 1*s.*
	2.	„ 10*d.*
	3.	„ Parchment.
Sequel	1.	„ 8*d.*
	2.	„ 6*d.*
	3.	„ Parchment.

2nd class	1.	value 5*d.*
	2.	„ 4*d.*
	3.	„ Parchment.
1st class	1.	„ 3*d.*
	2.	„ 2*d.*
Writing,		„ 1*s.*
Dictation,		„ 1*s.*
Composition,		„ 1*s.*
Good conduct,		„ 1*s.*
Good attendance		„ 1*s.*

This is a total of 15*s.*—out of this the Board ought to pay 7*s.* 6*d.* and prepare the parchment certificates of merit The premiums could be given either in money or in the books published by the Board themselves, or such as are sanctioned by them. When books are given they should be specially bound, and a little leaf should be inserted upon which to record the nature of the premiums.

These premiums should not be given except when the local parties were willing to subscribe the one half. They should be distributed at the annual examination of the Inspector. These premiums would be a means of drawing the parents to the schools once a year to hear their children examined; and as they could not but witness the superiority of the answering over the neighbouring hedge-schools they would be a great means of putting such schools down.

They would also make the teachers work more earnestly, as they would know that they were more or less upon their own trial on the day of examination, and because they would feel that their schools were thus becoming more popular. At present the teachers work on uncheered by popular sympathy, and unsupported except by the consciousness of doing their duty. Were these premiums instituted, the attendance on the day of examination would, I am sure, be such as would cause them to feel that they were no longer quite alone.

District 53, Clonmel; Mr. Lane.—*The Teachers.*—The prospects of education in this district as regards the teachers are, in my opinion, favourable. The teachers, with few exceptions, are steadily improving in the literary and disciplinary conduct of their schools, in the advancement of their own studies, and in improved methods of school-keeping. They seem devoted to their business as the chosen profession of their lives; but are, in a great measure, dissatisfied with their incomes, particularly that portion derivable from local sources, and are yearly becoming more dependent on the Board's salary.

The social standing of teachers is good, and their modes of living provident; but the want of suitable dwellings in the vicinity of their schools is much felt on the part of many, who are daily obliged to walk long distances and lodge in places not affording facilities for study or preparation for the duties of the day.

Moral Tone of Schools.—The moral tone of schools is good; due attention is paid to the inculcation of a Christian spirit and good habits, and its effects are, I am happy to say, everywhere observable throughout the district.

I feel satisfied the children educated in our schools will prove good and faithful subjects, orderly members of society, and persons possessed of exalted intellect, self-reliance, and spirit of enterprise.

The local management of schools in this district is by individuals (not school committees), of whom there are thirty.

The management is sufficient in amount, and efficient for the duties connected therewith, but not thoroughly close and active, owing to the other avocations of many of the managers, which prevent them from visiting the schools as often as it would be desirable; and of holding that active superintendence over them which would tend to insure punctual attendance and due attention to business on the part of teachers and pupils; and seeing that the supply of books and other requisities was sufficient; and that the suggestions of the Inspector were carried into effect.

I regret to say that some of the managers, Roman Catholic clergymen, owing to the resolutions of their bishops, do not not give as full and entire concurrence in the working of the system as in former years. They are opposed to the training of teachers by the Board, and some are dissatisfied with the principles of the system, and would prefer denominational grants; yet, I feel bound to say, that no active opposition is given to any of the schools in this district, save to the Clonmel Model School.

Chief Impediments.—The chief impediments to the extension and improvement in National education in this district are, want of concurrence in the principles of the system on the part of most of the Protestant clergymen, and of some of the Roman Catholic; want of adequate salaries for the enlistment and retention of competent and suitable teachers.

District 54, Tralee; Mr. O'Driscoll.—The teachers are certainly improving as instructors of youth and school-keepers. In almost all the schools placed under my charge there has been a decided improvement as regards order, cleanliness, and punctuality of attendance in the mornings. The progress made by the children during the past year as compared with that made during the previous one, is, I believe, very satisfactory. If the proportion per cent. of the number of promotions in 91 schools, to which this report refers, to the number of individual pupils on rolls, and the average number in daily attendance, be compared respectively with the proportion per cent. of the number of promotions in 88 schools referred to in the report for the previous year, to the number of individual pupils on rolls, and the average number in daily attendance, I think it will be seen that satisfactory progress has been made during the past year. In the 91 schools, in the year 1863, the proportion per cent. of the number of promotions from class to class to the number of individual pupils on rolls was 24·9, and to the number in daily average attendance 65·9; whilst in the 88 schools for 1862 these per-centages were only 18·1, and 48·6 respectively.

The teachers appear to me to be devoted to their business as the chosen profession of their lives, and I do not know one who is anxious to leave the Board's service. The social condition of the teachers is, I regret to say, much lower than it should be. Their residences are for the most part similar to those of the small farmers and tradesmen living in their respective neighbourhoods, but they are superior to them in point of cleanliness.

II. The moral tone of the schools is decidedly good. The principles of the general lesson are inculcated in all the schools of the district, and religious instruction is given daily in every one of them.

III. The management of the schools is exclusively in the hands of individuals. I regret to say that in the great majority of cases it is purely nominal

IV. The chief impediments to the extension of National education in this district are the insufficient supply of schools, and the apathy and indifference of the managers—hindrances which, I fear, will continue to exist for some time to come.

District 55, Macroom; Mr. Strong.—I. When I take a view of my entire district, I have no hesitation in saying that the education now imparted in nearly all the schools is much more practical and accurate than heretofore. Though, in consequence of a change in the present mode of obtaining the tabular proficiency in each branch, I am unable to institute a comparison with former years, still from being so thoroughly conversant with the schools, after another year's experience, I am enabled to state that a satisfactory progress has taken place in all except ten. In case of these, different causes conspire to retard their onward progress. In one school the teacher is an old man between sixty and seventy years of age, and not likely to improve; in another an incompetent teacher had charge for nine months, though the Board refused salary; in a third the late classed teacher died, and was succeeded by a probationer who was formerly a "hedge teacher;" in three others the teachers are in delicate health; and the remainder have been unsuccessful teachers for a considerable time, and are likely to remain so. All the classed teachers, with very few exceptions, are devoted to their calling, and have no desire to leave it. As may be seen from a foregoing part of this report, no teacher has voluntarily left the service of the Board. The social standing of the teachers is respectable, and varies with their classification. In towns they generally have tuitions, and carry on some petty business as shopkeepers; in country places some have farms. Their dwellings are generally humble; and too many are obliged to have recourse to lodgings. It is a matter much to be regretted that the managers do not provide residences for them in the vicinity of their schools. Strange to say, in this large district there is not a single residence rent free; and I know that many experience much difficulty in procuring a decent lodging.

II. In reference to the inculcation of a Christian spirit and good habits, I think I can fairly answer in the affirmative, for these reasons:—During the examinations of the pupils I find they are orderly, cheerful, and obedient. I never by any chance hear an angry word, or see a sulky face, though a spirit of rivalry might naturally evoke some impatience. I never hear a complaint of disagreement on the ground of religious differences, and I am convinced that none such exists. On the road I meet numbers returning to and from school, and never witness an angry brawl, or hear an unseemly expression. Furthermore, before the ordinary business of the day is concluded, it is the usual practice in the schools that

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the "General Lesson" be read either by the teacher or one of the pupils; and afterwards separate religious instruction is given for the last half-hour.

III. The local management continues as usual in the hands of individuals, there being, with few exceptions, no school committees. The managers, who are, for the most part, Roman Catholic clergymen, frequently visit and make inquiries as to the general condition of the schools; but only in a few cases do they examine the pupils. However, they take much interest in the periodical visits of the Inspector, and sometimes invite the parents and other respectable persons to be present at the examinations. They have every confidence in the strict supervision of the Board's officers, and seldom oppose their suggestions.

IV. I know of no serious impediment to the extension of the National system of education except the want of co-operation of the landed proprietors and clergy of the Established Church. That time has effected, and will continue to effect, a salutary change in the views of these influential parties I have no doubt; but whether or not, the steady progress of National education is sure, for it is based on the affections of the masses. Nothing could possibly blind them to the practical value of education. The thousands that every day fight "the battle of life" will stand up for it, and most unquestionably will bequeath the same to their posterity. As a Roman Catholic clergyman lately assured me, this same National system is "one of the greatest boons ever conferred by the English Government." Introduce then, as you may, minor modifications, but let the grand principles of religious liberty remain the same, and the friends of National education have nothing to fear; for I believe since the establishment of same, some thirty years ago, it never was more firmly rooted in the soil.

The improvements that might be made are these:—I. The salaries of probationers should not be less than £20, otherwise we are not likely to obtain persons of respectable attainments.

II. Paid monitors should not be required to attend examinations until they have completed *two years* in the Board's service. Their exercises after the first year are generally inferior, and scarcely deserve any record. The usual gratuities for instruction of same should, in every case, depend on their *respectable answering*, not as now on the *extra instruction* received from teachers; for it is quite unreasonable that a teacher will devote to it an hour daily, on the chance of obtaining £1 at the end of a year, especially when he can, in the same time, earn £5 or £6 by ordinary tuitions, &c.

III. The Head Inspectors' annual reports should be circulated gratuitously among the teachers and managers. At present the popularity of the system is much interfered with in the case of the managers; for they heretofore used to read the reports of the Commissioners, and thereby had a correct insight into the working of the system. As it is, they are solely dependent on the garbled statements of newspaper editions, and are consequently liable to have their views distorted through the same opaque medium. The teachers also heretofore had an idea of what was going on elsewhere as regards school organization, &c., and thereby gained much useful information. Now their information is solely dependent on the Inspector or newspaper. I feel convinced the Commissioners will soon remedy this defect; and I can assure them that it should not be delayed.

IV. Some respectable books of science and travels, &c., should be selected by the Commissioners, and placed on the ordinary price-list, for sale to the teachers, as *books of reference*, as at present it takes many years to bring such necessary publications within the reach of the young teacher; and can we then wonder that his intellectual growth is in many instances dwarfed through want of proper nutriment?

We expect that the education of the National schools should be sound, practical, and enlightened; and think that the teachers, on an average salary of about £30 per annum, can provide books, lodgings, clothes, and maintenance. The idea is evidently chimerical.

V. A small sum for minor repairs of school-houses, vested in the Commissioners and trustees, should be allowed to each district, and awarded to the teachers on the report of the Inspector. In many cases vested school-houses, on which large sums of public money have been expended, present a dingy and decayed appearance, through want of some trifling repairs, such as glass, whitewashing, paint, &c.

District 56, Mallow; Mr. MacLochlin.—I have no special observations beyond what I have already made in former reports. The general condition of the schools, as regards teachers and pupils, bears favourable evidence of a steady progress.

District 57, Killarney; Mr. Macnamara.—The teachers continue to discharge their duties in the main satisfactorily. As a body they conduct themselves very respectably in all their social relations. The older members of the body are not making improvement or the contrary in their mode of conducting their schools. The younger members of it, as they acquire experience, improve in many instances, while examples of retrogression and carelessness are to be noticed also. There are no symptoms manifest among them of desire to leave their way of life and adopt any other, and indeed it must be said that there are no temptations in their way to do so. One or two young teachers mentioned to me their intention of emigrating. The circumstance of two well-qualified teachers having emigrated to Queensland from this district in 1861, and their obtainment of remunerating appointments there as school teachers, seemed to have unsettled the minds of the young teachers I allude to. When schools become vacant, it may be remarked, there are many applicants

for them, and these candidates are much better qualified than candidates were some years ago. Many of such applicants have served as paid monitors.

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The social standing of the teachers is a fair one, and is in advance of the class from which they are drawn, on account of the nature of their office, the effect of their acquirements, and good conduct. Their modes of living differ but little from those of the peasant class, except that their dress is of somewhat finer material. In this respect the male teachers make but a becoming appearance. The females, on special occasions, are attired, in many instances, in a manner apparently beyond their means and position. A very considerable number, however, of the teachers of both sexes evince judicious propriety and creditable taste in all their domestic economy.

It is a circumstance much to be regretted that the lodging accommodation of so many of the teachers is so very inferior. There are many school localities in this district in which there is scarcely a house fit for the lodging of a teacher, and, bad as the accommodation is, the difficulty of getting it near the schools is often very great. In one locality a careful and intelligent teacher lodged in a small, mud farmhouse, on a mountain side, four miles from the school. The apartment in which he slept was a small one, badly lighted and ventilated, and was occupied each night also by a family of nine persons. Towards the close of last year he obtained better accommodation. As an example of the distances teachers have to walk daily, in some instances, I can state that there are two principal teachers of adjoining male and female schools, of whom the male has to travel seven miles to and from the school, and the female four miles. The male assistant-teacher has to walk five miles to and from school. The teachers of a neighbouring double school (that is, to the former-mentioned schools), male and female principals, and male and female assistants, walk three miles daily to and from school.

Another impediment to the reasonable comfort of the teachers, and it may be described as all-pervading, is the scantiness of local support, and the grudging way in which school fees are doled out to them. The teachers, in my opinion, should be supported firmly by the Board in requiring and insisting on payment of the school fees. A notion is prevalent among the parents that National schools are intended by Government to be free schools, and that the teachers in requiring school fees exact what they have no certain right to. I am bound to say that some managers encourage, perhaps unconsciously, this unjust notion by exempting many pupils from payment whose parents could afford to pay the fees, and by discouraging the teachers from recovering fees by process of law.

The moral tone of the schools is decidedly good. The duties of management continue to be discharged as heretofore. There are no impediments hindering the due increase of National Education in this district.

District 58, Bantry; Mr. H. W. M. Rodgers.—I. When I first got charge of this district, I found the teachers lamentably deficient in their regard for the rules and regulations of the Board. This grand defect of course implied many others. There was not sufficient respect for the school programme, for the rules without which the monitorial system would be worse than useless, for the practical rules, and for several other minor regulations of the Board. This tendency to look on these rules as more or less obsolete, I have made it my earnest and constant object to counteract; and, notwithstanding the fact that I have been only a year and seven months in charge of the district, I am able to state that the observance of the Board's rules, both in the letter and in the spirit, on the part of the teachers, though not yet sufficiently strict, is much more careful than it has been for some time past. I am also happy to be able to report, that as a general rule, to which there have been very few exceptions, the teachers have received my suggestions on these points in a thankful and respectful spirit. In this way they are decidedly improving as school-keepers and instructors of youth.

On the whole, their devotion to their employment in the service of the Board is satisfactory. Owing to inadequate local support, their means are, in most cases, too limited; but by reason of the good conduct which in most cases characterizes them, their social standing as a class is higher, generally speaking, than that of persons of corresponding or greater incomes in different employments.

II. As regards the inculcation of good habits, I have noticed a little improvement. I am of opinion that a Christian spirit very generally pervades both teachers and pupils.

III. The management is almost entirely in the hands of the Roman Catholic clergy, who evidently take a greater interest than laymen do in the discharge of such important functions. They generally evince a desire to add the weight of their local influence to those suggestions to which Inspectors in a kind and respectful spirit draw their attention. The poverty of the locality, however, often prevents their interest in the working of schools from leading to effective results. One clerical manager is a Wesleyan minister, and he also manifests a profound interest in the welfare of the school with which he is connected. Three of the managers are laymen—namely, J. T. Trench, Esq., agent to Lord Lansdowne; Mr. W. Jagoe, of Bantry; and J. O. Sullivan, Esq., Berehaven. Considering the engrossing nature of their engagements, the two former give a fair amount of attention to their schools.

IV. As regards the extension and improvement of National education in this district, I firmly hold the opinion which I expressed in my last report, and which may have often

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been expressed by others—namely, that the chief and almost the only impediment consists in ignorance on the part of opponents regarding the fundamental principles of the Board. This hindrance can only be removed by the gradual advancement of the principles of enlightenment and toleration.

District 59, Dunmanway; Mr. O'Connell.—I consider that the teachers are improving as instructors and school-keepers. One thing I am quite certain of is, that I have observed considerable progress during the past year in their method of conducting their schools. Although I paid 71 incidental visits during the year, I cannot now remember one instance where I did not find the teacher busily engaged, the children all employed, and the time table strictly adhered to. The efficient and businesslike manner in which many of the schools in the district are conducted, the satisfactory proficiency of the pupils in them, and the order, cleanliness, and discipline observed, are creditable to the teachers, and give every hope for the future. I am not aware of any teacher anxious to resign or leave the service, on the contrary, all appear devoted to their business. As an instance of their desire to continue in the office, I have received an unusually large number of applications for admission to the next annual examination, all candidates for promotion. Several will be permitted to attend, but many must be refused, on account of the unsatisfactory state of the schools under their charge.

Order and cleanliness, punctual attendance in the morning, obedience, and, above all, truthfulness, are the habits I have directed the teachers to impress upon the minds of the pupils, and I may say that such habits are for the most part observed.

There are 9 laymen and 21 clergymen acting as managers. Of the clergymen, 1 is a Presbyterian, 2 belong to the Established Church, and 18 are Roman Catholics. Of the laymen, 1 is a Wesleyan Methodist, 1 a Presbyterian, 2 are Roman Catholics, and 5 belong to the Established Church. Four of the lay managers are clerks of unions. There are no school committees. The superintendence exercised over the schools consists in frequent visits by the managers, and also by the Roman Catholic curates.

The chief impediment to the extension and improvement of National education in the district, is the opposition of the clergy of the Established Church. A secondary one is the irregularity of the pupils' attendance, which, as I have already explained, was owing to the prevalence of sickness throughout the district, and the very wet weather during the past year.

District 60, Cork; Mr. Sheehy.—In former reports I referred to the management of the National schools, their moral tone, &c.; in this I shall say a few words about the convent schools, and the monitorial scheme, because I believe there are many who have a very false impression with regard to both. In my observations on the convent schools of my district, I shall refer in succession to the school buildings, to the nuns, the pupils, the monitresses, the Board's grant, and to the groundless objections that have been raised against these schools.

School-houses.—The convent school buildings in my district, and in those districts I had charge of, are much superior to those of the ordinary National schools, and are not inferior to the model school-houses. Each of the nine in my present district contains from one to seven rooms, four-and-a-half on the average, galleries included, and each of these apartments is boarded, plastered, ceiled, well-lighted and ventilated, sufficiently heated, and has an ample supply, not only of desks and forms, but also of black-boards, maps, geographical charts, natural history prints, &c.; three, in fact, contain what I might call educational museums, for the purpose of illustrating nearly all of the lessons taught in them. All of them have been erected from convent or parochial funds, and without any aid from the Board; and three are detached from the convent to which they respectively belong. If children are influenced by what they see around them, those attending convent schools, which are models of cleanliness, neatness, and order, must acquire a taste for these things; and such has been the case, for all the convent school monitors that have charge of schools in my district, keep them much neater and cleaner than those do who have been appointed teachers from the ordinary National schools.

The ladies in charge of convent schools belong, with few exceptions, to the middle and higher classes, and, no doubt, received a good education, which qualified them, on becoming nuns, to take charge of the education of the poor. After entering the convent it becomes a portion of their duties to study the Board's publications and other educational works, under the direction, and with the assistance of the cleverest and most experienced members of the community; and to teach the former every day in the school, in accordance with the hints they receive on the matter. In some of the convents, such as Kinsale and Midleton, the system of training the younger members for teaching in the school, is admirable. At my examination of the pupils and monitors, the nuns, in most cases, are all present, and note down for their future guidance any subject in which they notice a want of proficiency, and to these they give special attention against my next visit. So far from considering my visits and examinations an interference with their arrangements, they have often expressed their regret that I could not come oftener. The teachers of the ordinary National schools are in general attentive to their business, but, compared with the ladies who have charge of the convent schools, they are wanting in that zeal which

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motives of the highest order only beget. Though I have often visited the convent schools unexpectedly, I always found the nuns engaged teaching their classes. Hence it is that the convent schools are so largely attended, much more so than the ordinary National schools (male or female) in their neighbourhood, that the pupils are well taught, and that many of these pupils become our very best monitors and teachers.

The pupils of convent schools, particularly in large towns and cities, are the children of the poorest classes, those in fact for whom the National system was specially intended; and yet they are extremely clean, orderly, and good-mannered, owing no doubt to the care and example of the nuns. In all the other National schools of my district, with two exceptions only, the pupils pay fees, which, along with the Board's grant, constitute in most cases the teacher's salary; but in the convent schools there is no money received from the children except in two instances, where a very small fee is charged for the purpose of supplying the pupils with stationery and books. From the senior classes have been trained, as I before observed, the best monitors and teachers. At the last annual examination of monitors held by me, those trained in convent schools answered much better than those trained in ordinary schools, and better even than the trained teachers, as I shall hereafter show. Out of 31 rounds of questions given by me at the oral part of the examination, 4 convent monitors did not miss a single question, 5 missed only 1 each, 4 missed 2 each, and 4 missed but 3 each, although the questions, as the Head Inspector is fully aware of, were as difficult as those I gave to teachers. And at the examination of female teachers held by both of us on the 21st and 22nd ult., a monitor from the Midleton Convent School, who had been only eight months in charge of the Carrigtuohill female school, took *first* place in the answering, whilst two second class (2^2 and 2^1) teachers, who had been trained by the professors a few years ago, and who were seeking for promotion, got only the *sixteenth* and *seventeenth* places. Within the last few years the convent schools of my district have supplied 18 clever and efficient teachers (11 principal and 7 assistant) to the ordinary schools; and the same order, neatness, &c., characterize these latter schools as do the former. Of these teachers 2 got 3^1, and 16, 3^1, at their first examination after their appointment. Were the Head Inspector and myself to class them for their answering alone, and not take into account the short time they were teaching, we should give half at least second class, and a fifth first class.

Notwithstanding these results, the grant to convent schools is comparatively small; for whilst the Board pay in salaries to the teachers of the ordinary schools 10*s.* 10*d.* for every child in average attendance, they pay but 3*s.* 11*d.* to those that conduct the convent schools. One would fancy from the outcry raised against these schools, that they were getting three times as much, instead of one-third as much, as the other schools.

Various groundless objections have been raised against convent schools, and many mis-statements have been made in reference to them, such as the following:—

1st. That they have been only a few years connected with the Board.

2nd. That they are exclusively Catholic schools, and that the Church Education schools are as much entitled as they are to a grant from the Board.

3rd. That the appointment of monitors in them was a violation of the rule regulating the Board's grant to them, inasmuch as the salary to all assistants in convent schools should be paid out of the capitation grant.

4th. That they are denominational training schools.

5th. That giving a fifth year's monitor in a convent, as in other large, efficient schools, an increase of salary, as contemplated by the Board, is a still further violation of the rule of payments already referred to.

In reference to these points, I shall make a few observations on them in succession.

1st. It is not true that they have been only recently connected with the Board; for on referring to the second volume of any of the Board's recent reports, it will be seen from the roll numbers that some were taken into connexion from the beginning. Midleton Convent School, which is an admirable one, has for its roll number 512, showing that it was connected in the year 1833. Tullow Monastery School was early connected too; and Miltown Monastery National School, county Kerry, was taken into connexion in 1838.

2nd. As to the charge of being exclusively Roman Catholic schools, I cannot give a stronger proof to the contrary than by stating a fact in connexion with the school last mentioned. For many years after its opening it was attended by more than 40 Protestant pupils, two of them being sons of the Protestant rector. In one of the convent schools under my superintendence two Protestant children attend the secular instruction, and retire to a separate room during the religious instruction. Like the other National schools, convent schools have secular instruction for certain times every day, and religious instruction for certain other times; pupils of all denominations may attend the former, but those only whose parents do not object to it are present at the latter. Were the Church Education schools (which some think are as much entitled to a grant from the Board as the convent schools) to comply with the rules of the Commissioners as regards secular and religious instruction, there is no doubt that they would be taken into connexion as well as the convent schools.

3rd. With regard to the objection of having monitors in convent schools paid by the Board instead of by the monks and nuns, out of their small capitation grant, I may

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observe, that a similar objection applies to the monitors of ordinary schools being paid by the Commissioners, since there was no obligation to appoint them to any National schools. Once the Board determined on extending the paid monitor system beyond the central model schools, for the purpose of stimulating the pupils to exertion, and of providing good teachers, they could not, without leaving themselves open to the charge of great partiality, exclude convent schools from the services of monitors, especially as the very best materials for monitors are to be found in these schools.

4th. It has been urged by some that the convent schools are denominational training schools, and therefore not entitled to salary for monitors, at least. Now the convent schools are no more denominational training schools than the ordinary National schools are. It is true that in convent schools Catholic pupils have become monitors, and these monitors become teachers. A similar thing takes place in the ordinary National schools under Catholic managers; and in these schools under Protestant managers Protestant pupils become monitors, and afterwards teachers. Yet these are not training schools, and these teachers are not regarded as having been trained. It is very well known that, with a few exceptional cases, teachers are not trained at the Central Model School or by the Professors till they have been in charge of a National School for some years; and further, that teachers who had been monitors in convent schools have been trained in Dublin, like other teachers.

5th. In reference to the objection raised against the proposition of the Board to give an increase of salary to monitors in their fifth year, I shall say a few words. In some few cases it has occurred in my district that monitors, who had passed through their five years' apprenticeship, had no places to go to, and I was therefore obliged to recommend the Board to keep them on a year longer, till I should get them appointed assistant or principal teachers in other schools. I need hardly say that it was a wise policy on the part of the Commissioners to retain these young persons in their service who had been so long qualifying themselves to be teachers; and, furthermore, that giving them an increase of salary, as contemplated by the Board, is only acting in accordance with their general rule of increasing the pay of their teachers in proportion to their length of service, their efficiency, and their qualifications. Indeed it appears anomalous that fifth year's monitors, like those in the Queenstown convent school, should get about £10 a-year, when others, their inferiors in attainments, length of service, and efficiency, are getting £20 a-year each for acting as assistants, not that I consider the latter as being too well paid, but that I regard the former as being very poorly remunerated. Moreover, the programme for fourth year's monitors is higher than that of third class teachers, who receive from £16 to £20. Under these circumstances, it was but reasonable to expect that the Board should increase the salary of monitors in their fifth year.

Before concluding this report, I shall refer to the paid-monitor system. Up to the year 1845 the monitorial system was confined exclusively to the central model schools; but the Commissioners, finding it to be a very successful experiment, both as regards the training up of excellent teachers, and stimulating the pupils to exertion, appointed that year 96 paid monitors in the ordinary National schools. Since then the number has increased year after year, till, at the close of 1863, it was over 3,000. Of these there were in my district at that date 110 senior (48 males and 62 females), and 5 junior (4 males and 1 female) monitors. The salaries of the senior vary from £5 the first year, to £10 the fourth year; and of the junior from £2 the first year, to £4 the third year; and the ages of the former are in general between 14 and 18 years, whilst those of the latter are between 11 and 14 years. Once a year the senior monitors are examined by me in Cork, generally in October, but last year in July, which is a better time. Their examination, like that of the teachers, is partly oral and partly written. The former comprises reading, explanation, derivation, rules of spelling, outline maps, grammar, geography, lesson books, and arithmetic; whilst the latter includes 20 questions on grammar, geography, lesson books, and arithmetic, with 5 additional questions on geometry, mensuration, and algebra, for the the third and fourth years' male monitors. At the last examination held by me on the 7th, 8th, 9th, 10th, and 14th July, 24 male and 38 female senior monitors, who had been appointed before the 1st January, 1863, attended. On the first two days I held the written and oral examinations of the male monitors; on the third day the written examination of the female monitors; on the fourth day the oral examination of the female monitors that lived eight miles or more from Cork; and on the fifth day the oral examination of the monitresses that lived in Cork or within eight miles of it. I was obliged to divide the female monitors into two divisions at the oral examination, on account of the large number, and devote a day to each; but then I was careful to exclude from the first day's examination any that were to be examined on the second day, lest they might have any advantage over the others; and in order to be able to compare the answering of each monitor with that of each of the others, and the answering of the male monitors with that of the female monitors, I gave the same number of questions to each at the oral examination. Though the questions given by me on this, as on other similar occasions, were as difficult as those I am accustomed to give the teachers at their examination, yet I am happy to say that the answering was most satisfactory, as the results given in the annexed table will show.

Results of Monitors' Examination in 1863.

Written.				Oral.			
No. of Questions.	No. of Monitors that answered well (satisfactorily and slightly imperfectly).			No. of Questions asked.	No. of Monitors that answered Questions.		
	Males.	Females.	Questions.		Males.	Females.	Questions.
	1*	14†	20		–	5§	31
	5*	9	19		1‡	6‖	30
	4*	7	18		3‡	5¶	29
	5	2	17		3‡	5‖	28
	2	1	16		3	1	27
	2	2	15		2	1	26
20	1*	2	14	31	1	3	25
	–	–	13		2	2	24
	2	1	12		1	3	23
	–	–	11		1	1	22
	2	–	10		4	1	21
					1	1	20
					1	2	17
					–	1	16
					1	–	15
					–	–	14
	24	38†			24	37	

As the results exhibited in this table must form a strong contrast with those referred to by three of the Head Inspectors in their reports for 1861, I trust it will not be considered presumptuous on my part if I point out, for the guidance of others, the means I adopted to obtain them. As a general rule, I selected the monitors of my district by competitive examinations, unless in those cases where there was not a second candidate to compete. After the appointment of each monitor, I made him provide himself with a small and a large copy-book—the former for questions, and therefore called the "Question Book," and the latter for the answers, and for this reason called the "Answer Book." In the "question book" the teacher, at my suggestion, wrote down once or twice a week a set of (five) questions on grammar, geography, lesson books, and arithmetic in rotation; these the monitor answered as well as he could in the "answer book," without looking at a book or map, and under the superintendence of the teacher. The answers were then marked by the teacher in precisely the same way as I mark the teachers' exercises after the annual examinations, and preserved for my inspection. On visiting the school I revised these exercises, questioned the monitor on them, to see if he understood them, and then initialed them on the first page, stating the number of answers I looked over, and giving the date at which I did so. I should here mention, that the questions and answers are regularly numbered in a margin opposite each, from 1 to 200, &c., to facilitate reference from the question to the answer, and *vice versa*. In this way the monitor was fully prepared for the written part of the annual examination, inasmuch as the latter was only a repetition of his weekly examination in the school. To prepare him for the oral part of the yearly examination, I examined him in the school at each inspection, and left a record of his answering in the observation-book, in order that the teacher might know what subjects (if any) he was deficient in, and what subjects he should, therefore, give special attention to when inspecting the monitor. Moreover, I read out at the annual examinations for all the monitors the answering of each in the different subjects, and gave him a memorandum of it, to show to his teacher and manager. This practice produced a healthy emulation, not only between the monitors themselves, but also between their teachers, and stimulated both to great exertion, as they know the results of the examination would be known from one end of the district to the other. I have heard managers myself speak with a good deal of pride about the high marks their monitors got at some of the examinations.

With the view of making the monitors good, practical teachers, I assigned to each a particular class in his school, gave him hints as to how he should teach it, made him examine it before me, pointed out any defects I observed in his mode of questioning, &c., and examined himself on the lessons he had to teach, to see if he prepared them at home. I inquired very closely about the instruction he received from the teacher, and in many cases I wrote out on a corner of the School Time-Table, a time-table for the monitor,

* One of each of these got 25 questions.
† One of these was appointed assistant in Douglas f. before the oral examination.
‡ One from Monks' school. § All from Convent school.
‖ Four from Convent School. ¶ Three from Convent school.

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specifying in it the hours at which he got special instruction, and instruction with the head class, and during which he taught his class. Trained up in this manner, the monitors become (as I know from considerable experience) excellent assistant and head teachers, and are very much sought after by the managers. Within the last three weeks two monitors were appointed assistant and principal teachers by the managers, in two schools in this district; and, during the last four-and-a-half years, 41 pupils, who were appointed monitors on my recommendation, have become teachers of National schools; 15 have become principal teachers, and 26 assistants. Of these, 5 got 3ˢ and 34 got 3ˡ at their first examination as teachers; and 2, who are to be examined, are likely to get 3ˡ too. Were the Head Inspector and myself to take their answering only into account, and overlook the shortness of the time they had been teaching, many of them would have got second class, and half a dozen of them first class.

Until I got a good supply of monitors in my district, I found it impossible to provide the schools with qualified assistants. In my report for 1859 I referred to the fact that such large schools as Cove male, Midleton male, Kinsale male, &c., having an attendance of from 150 to 200, were without a single assistant; but now these schools are provided with assistants who had been monitors, and with monitors that expect to be assistants. Had not the Commissioners encouraged the monitorial system they would, from the want of qualified assistants, be eventually obliged to divide all the large and moderate sized schools into small ones, having an average of 35 or 36 pupils, and increase two or three-fold the number of principal teachers. This would be very expensive to the Board, and, after all, there would still be wanted the monitors and assistants, to bridge over the chasm between the senior pupils and the teachers. As the object of the Commissioners is to afford a good elementary education to the greatest number of the poorer classes at the least expense, they could not adopt a better means towards that end, than in establishing and encouraging the monitorial system.

[*See Vol. II., Appendix F, for Tabulated Summaries from the preceding Annual Reports of the District Inspectors.*]

APPENDIX E.

Rules and Regulations of the Commissioners of National Education in Ireland.

(Minute of 21st November, 1863.)

Part I.

General Nature of the System of National Education.

I.—*Its Object and Fundamental Principle.* § I.

1. The object of the system of National Education is to afford *combined* literary and moral, and *separate* religious instruction, to children of all persuasions, as far as possible, in the same school, upon the fundamental principle, that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian pupils.

2. It is the earnest wish of Her Majesty's Government, and of the Commissioners, that the Clergy and Laity of the different religious denominations should co-operate in conducting National Schools.

3. The Commissioners by themselves, or their Officers, are to be allowed to visit and examine the Schools whenever they think fit. Those who visit on the part of the Commissioners are furnished with credentials under their Seal.

4. The Commissioners will not change any fundamental Rule without the express permission of His Excellency the Lord Lieutenant.

5. The Commissioners will not withdraw, or essentially alter, any book that has been, or shall be hereafter, unanimously published or sanctioned by them, without a previous communication with the Lord Lieutenant.

II.—*Description of Schools to which the Commissioners grant aid.* § II.

1. The Schools to which the Commissioners grant aid are divided into two classes, viz.:—1st, Vested Schools, of which there are two sorts, namely, first, those vested in the Commissioners; and, second, those vested in Trustees, for the purpose of being maintained as National Schools; 2ndly, Non-Vested Schools, the property of private individuals. Both these classes of Schools are under the control of local Patrons or Managers.

2. There are also Model Schools, of which the Commissioners are themselves the Patrons, but which are conducted on the same fundamental principles as the ordinary National Schools.

3. The Commissioners encourage Industrial Instruction in National Schools in all suitable cases.

4. The Commissioners require that instruction shall be given in plain needlework in all Female Schools.

III.—*Use of School-houses.* § III.

1. In Non-Vested Schools, the Commissioners do not, in ordinary cases, exercise control over the use of the School-houses on Sundays, or before or after the School hours on the other days of the week; such use being left altogether to the local Patrons or Managers, of all religious persuasions, subject to the interference of the Board in cases leading to contention or abuse.

2. No National School-house shall be employed, at any time, even temporarily, as the *stated* place of DIVINE WORSHIP of any religious community; or for the celebration or administration of the Sacraments or Rites of any Church.

3. No aid will be granted to a School *held in a place of worship;* nor will the Commissioners sanction the *transfer* of an existing School, to a place of worship, even for a temporary period.

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Rules and Regulations of Commissioners.

PART I. § III.

4. When a School-room is in any way connected with a place of worship, there must not be any *direct internal* communication between the School-room and such place of worship.

5. Vested School-houses must be used, *exclusively*, *for the education* of the pupils attending them: except on Sundays, when they may be employed for Sunday Schools, with the sanction of the Patrons or Managers, subject, in cases leading to contention or abuse, to the interference of the Commissioners.

6. No political meetings shall be held in National School-houses, whether Vested or Non-Vested; nor shall any political business *whatsoever* be transacted therein.

7. When any School is received by the Commissioners into connexion with them, the inscription, "NATIONAL SCHOOL," shall be put up in plain and legible characters on the School-house, or on such other place as may render it conspicuous to the public. When a School-house is built partly by aid from the State, a stone is to be introduced into the wall having that inscription cut upon it. The Commissioners will not, when granting aid *in future*, sanction any inscription containing a title of a *denominational character*, or which may appear to them to indicate that the school is one belonging to any particular religious body. The Commissioners do not object to the terms, Male, Female, or Infant; or the proper local designation taken from the city, town, parish, street, village, or townland, in which the School may be situated; or the name of the founder being included in the inscription.

8. No emblems or symbols of a *denominational* nature shall be exhibited in the School-room, during the hours of united instruction; nor will the Commissioners, in future, grant aid to any School which exhibits on the exterior of the buildings any such emblems.

9. No emblems or symbols of a *political* nature shall at *any time* be exhibited in the School-room, or affixed to the *exterior* of the buildings: nor shall any placards whatsoever, except such as refer to the legitimate business of school management, be affixed thereto.

§ IV.

IV.—*Religious and Secular Instruction.*

1. Opportunities are to be afforded (as hereinafter provided for) to the children of all National Schools for receiving such religious instruction as their parents or guardians approve of.

2. Religious instruction must be so arranged, that each School shall be open to children of all communions; that due regard be had to parental right and authority; that, accordingly, no child be *compelled* to receive, or to be present at, any religious instruction of which his parents or guardians disapprove; and that the time for giving it be so fixed, that no child shall be thereby, in effect, excluded, directly or indirectly, from the other advantages which the School affords.

3. A public notification of the times for religious instruction must be inserted in large letters in the "Time Table" supplied by the Commissioners, who recommend that, as far as may be practicable, the general nature of such religious instruction be also stated therein.

4. The "Time Table" must be kept constantly hung up in a conspicuous place in the School-room.

5. When the religious instruction comes after the secular, the Teacher must, immediately before the commencement of the former, announce distinctly to the pupils that the hour for religious instruction has arrived, and must, at the same time, put up and keep up, during the period allotted to such religious instruction, and within the view of all the pupils, a notification thereof, containing the words "Religious Instruction," printed in large characters, on a form to be supplied by the Commissioners. Similarly when the School commences with religious instruction, the Teacher is to put up and keep up the same notification.

6. When the secular instruction precedes the religious instruction, in any National School, there shall be a sufficient interval between the announcement and the commencement of the religious instruction; and whether the religious or the secular instruction shall have priority in any National School, the books used for the instruction first in order shall be laid aside at its termination, in the press or other place appropriated for keeping the School-books.

7. No secular instruction, whether literary or industrial, shall be carried on

in the same apartment, during school hours,* simultaneously with religious instruction.

8. In Schools towards the building of which the State has contributed, and which are VESTED in Trustees, for the purposes of National Education, or which are vested in the Commissioners in their corporate capacity, such pastors or other persons as shall be approved of by the parents or guardians of the children respectively, shall have access to them *in the School-room*, for the purpose of giving them religious instruction there, at times convenient for that purpose, that is, at times so appointed as not to interfere unduly with the other arrangements of the School.

9. In Schools, NOT VESTED, and which receive no other aid than Salary and Books, it is for the Patrons or Managers to determine whether any, and if any, what religious instruction shall be given *in the School-room;* but if they do not permit it to be given in the School-room, the children whose parents or guardians so desire, must be allowed to absent themselves from the School, at reasonable times, for the purpose of receiving such instruction ELSEWHERE.

10. The reading of the Scriptures, either in the Protestant Authorized, or Douay Version,—the teaching of Catechisms,—public prayer,—and all other religious exercises, come within the rules as to religious instruction.

11. The Patrons and Managers of *all* National Schools have the right to permit the Holy Scriptures (either in the Authorized or Douay Version) to be read, at the time or times set apart for religious instruction; and in *all Vested Schools* the parents or guardians of the children have the right to require the Patrons and Managers to afford opportunities for the reading of the Holy Scriptures, in the School-room, under proper persons approved of by the parents or guardians for that purpose.

12. Religious instruction, prayer, or other religious exercises, may take place, at any time, before and after the ordinary School business (during which all children, of whatever denomination they may be, are required to attend); but must not take place *at more than one intermediate* time, between the commencement and the close of the ordinary School business. The Commissioners, however, will not sanction any arrangement for religious instruction, prayer, or other religious exercises *at an intermediate time*, in cases where it shall appear to them, that such arrangement will interfere with the usefulness of the School, by preventing children of any religious denomination from availing themselves of its advantages, or by subjecting those in attendance to any practical inconvenience.

13. With the above exception, the secular School business must not be interrupted, or suspended, by any spiritual exercise whatsoever.

Note.—The Commissioners earnestly recommend that Religious Instruction shall take place either immediately before the commencement, or immediately after the close, of the ordinary School business; and they further recommend that, whenever the Patron or Manager thinks fit to have religious instruction at an intermediate time, a separate apartment shall (when practicable) be provided for the reception of those children whose parents or guardians may disapprove of their being present thereat.

14. Patrons, Managers, and Teachers, are not required to *exclude* any children from any religious instruction given in the School; but all children are to have full power to absent themselves, or to withdraw, from it. If any parents or guardians object to the religious instruction given in a National School, it devolves upon them to adopt measures to prevent their children from being present thereat.

15. Patrons, Managers, and Teachers, are not to use any means, directly or indirectly, to induce children to attend any religious instruction, contrary to the wishes of their parents or guardians. The Commissioners will regard such interference as opposed to the whole spirit of the system of National Education.

16. If any child of a religious persuasion different from that of the Teacher of any National School, attend during the time or times set apart for religious instruction given by such Teacher, it shall be the duty of the Teacher, on the *first attendance* of every such child, during the time for such religious instruction given by such Teacher in such School, *forthwith* to notify the same to the parent or guardian of such child, on, and by, a Form to be furnished by the Commissioners.

* The term "SCHOOL HOURS," is always to be understood to mean the entire time, in each day, from the opening of the School to the closing of the same for the dismissal of the pupils.

Appendix E.

Rules and Regulations of Commissioners.

PART I. § IV.

17. The Teachers are required to keep a record of the names of the children to whose parents they have sent the printed Form of notification.

18. The Registry kept in each School, according to the Form furnished by the Commissioners, must show the religious denomination of each child on the School Roll.

19. A sufficient number of hours, to be approved of in each case by the Commissioners, is to be appropriated to the ordinary School business, during which all children, of whatever denomination they may be, are required to attend.

20. In all National Schools (except those in which Industrial instruction is the *chief* object) there must be Literary instruction for at least *four* hours, upon five days in the week.

21. In Industrial Schools—that is, in Schools where Industrial instruction is the *chief* object—the Commissioners require that not less than *two* hours, daily, shall be devoted to Literary instruction.

§ V.

V.—*Use of Books and Tablets.*

1. The use of the books published by the Commissioners is not compulsory; but the titles of all other books which the Patrons or Managers of Schools intend for the ordinary School business, are to be notified to the Commissioners; and none are to be used to which they object. The approval of any such books is to extend only to the particular edition which has been submitted to the Commissioners.

2. If any books other than the Holy Scriptures, or the *standard* books of the Church to which the children using them belong, be employed in communicating religious instruction, the title of each is to be made known to the Commissioners whenever they deem it necessary.

3. The Commissioners do not insist on the "Scripture Lessons" or book of "Sacred Poetry" being read in any of the National Schools, nor do they allow them to be read as part of the ordinary School business (during which all children, of whatever denomination they may be, are required to attend) in any School attended by children whose parents or guardians object to their being read by their children. In such cases the Commissioners prohibit the use of these books, except at times set apart for the purpose, either before or after such ordinary School business, and under the following conditions:—

First—That no child, whose parent or guardian objects, shall be required, directly or indirectly, to be present at such reading.

Second—That in order that any children, whose parents or guardians object, may be at liberty to absent themselves, or to withdraw, at the time set apart for the reading of the books above specified, public notification of the time set apart for such reading shall be inserted in large letters in the Time-table of the School—that there shall be a sufficient interval between the conclusion of such ordinary School business and the commencement of such reading; and that the Teacher shall, immediately before its commencement, announce distinctly to the pupils, that any child whose parent or guardian so desires may then retire.

Third—That in every such case there shall be, exclusive of the time set apart for such reading, sufficient time devoted each day to the ordinary School business, in order that those children who do not join in the reading of these books may enjoy ample means of literary instruction in the School-room.

4. When using the Scripture Lessons, the Teachers are prohibited, except at the time set apart for religious instruction, from putting to the children any other questions than those appended to the end of each lesson.

5. The Commissioners require that the principles of the following Lesson, or of a Lesson of a similar import (to be approved of by the Commissioners), shall be strictly inculcated, during the hours of united instruction, in all Schools received into connexion with the Board, and that a copy of the Lesson itself be hung up in each School.

> Christians should endeavour, as the Apostle Paul commands them, to live peaceably with all men (Rom. ch. xii. v. 18), even with those of a different religious persuasion.
>
> Our Saviour, Christ, commanded his disciples to love one another. He taught them to love even their enemies, to bless those that cursed them, and to pray for those who persecuted them. He himself prayed for his murderers.

Many men hold erroneous doctrines, but we ought not to hate or persecute them. We ought to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we would wish them to do to us.

Quarrelling with our neighbours and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit. We ought, by behaving gently and kindly to every one, to show ourselves followers of Christ, who, when he was reviled, reviled not again (1 Pet. ch. ii. v. 23).

6. The use of the Tablet, furnished by the Commissioners, containing the Ten Commandments, is not compulsory.

7. The rules as to religious instruction do not apply, except in the way hereinbefore stated, to the Scripture Lessons and the Book of Sacred Poetry, or to the matter contained in the common School-books, or in any other book, the use of which the Commissioners may at any time sanction for the purpose of united instruction.

VI.—*Management of National Schools.* § VI.

1. The local government of the National Schools is vested in the local Patrons thereof.

2. The Commissioners recognise as the local Patron the person who applies in the first instance to place the School in connexion with the Board, unless it be otherwise specified in the application.

3. If a School be under the local management of a School-Committee, such Committee has all the rights of an individual Patron.

4. The Patron has the right of nominating any fit person to act as his representative in the local management of the School; such representative to be designated the "Local Manager." The Patron may, at any time, resume the direct management of the School, or appoint another Local Manager. This rule applies equally whether the Patronship be vested in one or more individuals.

5. When a school is vested in Trustees, they have the right to nominate the Local Manager.

6. When a School is vested in the Commissioners, the name of the Patron or Patrons is inserted in the lease.

7. In the case of a vacancy in the Patronship by death, the representative of a lay Patron, or the successor of a clerical Patron, is recognised by the Board (where no valid objection exists) as the person to succeed to the Patronship of the School.

8. If a Patron wishes to resign the office, he has the power of nominating his successor, subject to the approval of the Board.

9. In all cases, the Commissioners reserve to themselves the power of determining whether the Patron, or the person nominated by him, either as his successor, or as local Manager, can be recognised by them as a fit person to exercise the trust.

10. In all cases, whether the School be vested or non-vested, the Patron, when nominating a local Manager, ought to notify to the Commissioners, whether or not the person so nominated is to exercise all the rights of Patron during the period he acts as Manager.

11. When a School is under the control of a Committee, or of joint Patrons, a "Local Manager" should be appointed, to correspond with the office, sign documents, &c., &c.

12. The local Patrons (or Managers) of Schools have the right of appointing the Teachers, subject to the approval of the Board, as to character and general qualifications; the local Patrons (or Managers) have also the power of removing the Teachers of their own authority.

13. Patrons and Managers are permitted to close their respective Schools for a reasonable time during the year, subject to the interference of the Commissioners in cases of abuse; such periods of closing should be limited to six weeks in the year, including the recognised vacations.

14. Managers of National Schools are requested to notify all changes of Teachers to the Office, and to the Inspectors of the respective districts.

Appendix E.

Rules and Regulations of Commissioners.

PART I. § VII.

VII.—*Inspection by the Commissioners or their Officers.*

1. As the Commissioners do not take the control or regulation of any School, except their own Model Schools, directly into their own hands, but leave all Schools aided by them under the authority of the local Patrons or Managers; the *Inspectors* are not to give *direct orders*, as on the part of the Board, respecting any necessary regulations, but to point out such regulations to the local Patrons or Managers of the Schools, that *they* may give the requisite orders.

2. The Commissioners require that every National School be inspected by the *Inspector of the District*, at least three times in each year.

3. The *District Inspector*, after each inspection, is to communicate with the local Patron or Manager, for the purpose of affording information concerning the general state of the School, and pointing out such violations of rule, or defects, if any, as he may have observed; and he is to make such suggestions as he may deem necessary.

4. Upon ordinary occasions, the Inspector is not to give any intimation of his intended visit; but when the inspection is to be public, he is to make such previous arrangements with the local Patrons or Managers, as will facilitate the attendance of the parents of the children, and other persons interested in the welfare of the Schools.

5. The Inspector is to report to the Commissioners the result of each visit, and to use every means to obtain accurate information as to the proficiency of the pupils, and the discipline, management, and methods of instruction pursued in the School.

6. When applications for aid are referred to the District Inspector, he is to have an interview with the applicant; and also to communicate personally, or by writing, with the clergymen of the different denominations, and with other parties in the neighbourhood, with the view of ascertaining their opinions on the application, and whether they have any, and what, objections thereto.

7. The Inspector is also to supply the Commissioners with such local information as they may from time to time require from him, and to act as their agent in all matters in which they may employ him; but he is not invested with authority to decide upon any question affecting a National School, or the general business of the Commissioners, without their direction.

§ VIII.

VIII.—*Admission of Visitors.*

1. The public, generally, must have free access to every National School (whether Vested or Non-Vested) during the hours devoted to secular instruction,—not to take part in the ordinary business, or to interrupt it, but, as Visitors, to observe how it is conducted.

2. Visitors of all denominations are to be received courteously by all Teachers of National Schools, and are to have free access to the School-rooms, and full liberty to examine the Registers, Daily Report Books, and Class Rolls; to observe what books are in the hands of the children, or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but they are not authorized to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers or documents of any kind, except those specified, or in any other way diverting the attention of either Teachers or Scholars from their usual business.

3. Should any Visitors wish for information which they cannot obtain by such an Inspection, it is the duty of the Teachers to refer them to the Patron or Manager of the School for such information.

4. As the religious instruction of the children given in the School-room is under the control of the Clergyman or Lay person communicating it with the approbation of their parents, the *Commissioners* can give no liberty to any Visitor, whether Clergyman or other person, to interfere therewith, or to be present thereat.

5. The Commissioners require that a copy of PART I., with selections from other Parts, of these, their Rules, on a form furnished by them, shall be suspended in every National School-room.

Part II.

Extent of Aid, and Conditions upon which Granted.

I.—*Kinds of Aid.*

1. The Commissioners of National Education award aid under two general heads, viz.:—

First.—Towards building School-houses and providing suitable fittings and furniture. In such cases, the Commissioners also grant aid towards the payment of Teachers, supply of Books, &c., as hereafter explained.

Secondly.—Towards the support and maintenance of Schools established without any assistance from the public funds for the erection of the buildings, or providing furniture.

2. The Commissioners desire it to be distinctly understood that they reserve to themselves in all cases, in vested as well as in non-vested schools, the right to withdraw any grant of salary or books, whenever they see fit.

II.—*Towards Building School-houses (Vested).*

1. Before any grant is made towards building a School-house, the Commissioners are to be satisfied that a necessity exists for such a School, that an eligible site has been procured, that a satisfactory lease of the site will be executed either to Trustees for the purposes of National Education, or to the Commissioners in their Corporate capacity; and that the applicants are prepared to raise, by local contribution, at least one-third of the whole sum which the Commissioners deem necessary for the erection of the house, providing furniture, &c.

2. If the proposed site for a School be in a rural district, and be within three statute miles of a School-house erected with aid from the State, no grant will be made, except under special circumstances.

3. In a rural district, the site should contain one rood. In a town district, the site for a single School should be 100 feet in front, and 80 feet from front to rear; and for a double School, 100 feet square. It should be in a healthy situation, on a public road or street, and have a dry level surface, with a good foundation at a moderate depth, and be convenient to pure water.

4. Although the Commissioners do not refuse aid towards the erection of School-houses on ground connected with places of worship, yet they much prefer having them erected on ground which is not so connected, where it can be obtained; they therefore require that, before Church, Chapel, or Meeting-house ground be selected as the site of a School-house, *strict* inquiry be made whether another convenient site can be obtained, and that the result shall be stated to them.

5. The School premises must be vested in the Commissioners, or in Trustees, at a nominal rent, and for such term as, under the circumstances, the Commissioners may deem necessary.

6. The lease must be prepared in the Office; the expense to be borne by the Commissioners of National Education.

7. The Commissioners will cause to be kept in repair the School-house and furniture, where the premises are vested in them in their Corporate capacity.

8. When the School premises have been vested in Trustees, for the purposes of National Education, it devolves on the Trustees to keep the house, furniture, &c., in repair.

9. When grants are voted towards the building, &c., of a School-house, the conveyance must be duly executed *before the works are commenced.*

10. No grant can be approved until the District Inspector shall have reported upon all the circumstances of the case; until the Board of Works shall have reported on the eligibility of the proposed site; and the Law Adviser of the Commissioners shall have given his opinion, from the information laid before him, that a satisfactory lease can be executed.

11. The Commissioners determine, from the information afforded them, what amount of School accommodation should be provided in the proposed building.

Appendix E. Rules and Regulations of Commissioners. PART II. § II.

The following is the scale of Grants for the erection of School-houses, whether vested in Trustees or in the Commissioners.

Class of School.	No. of Children to be accommodated.	Total Estimated Cost, including School Furniture and Out-offices.	Board's Grant.	Description of School.
		£ s. d.	£ s. d.	
1	60	207 0 0	138 0 0	Single School-room.
2	75	225 0 0	150 0 0	Ditto.
3	100	255 0 0	170 0 0	Ditto.
4	120	306 0 0	204 0 0	Ditto.
5	150	416 5 0	277 10 0	Two rooms on ground.
5 A	150	360 0 0	240 0 0	Ditto—one over the other.
6	200	487 10 0	325 0 0	Two rooms on ground.
6 A	200	435 0 0	290 0 0	Ditto—one over the other.

NOTE.—In many poor localities, where buildings of a less expensive nature than those erected according to the above scale of grants may answer the necessary purposes, the Commissioners will be prepared to grant two-thirds of the expense of erection, provided—

(*a*). That the general conditions already specified with regard to building grants be complied with.

(*b*). That the erection of such *exceptional* class of building shall not cost more than £100.

(*c*). That as regards the character and size of the building, the instructions issued by the Board of Works, from time to time, shall be complied with.

12. The cost of the house, &c., is determined by the number of children which it is intended to accommodate.

13. The Board of Works will furnish instructions as to the plan and specification, to which the parties receiving aid are bound strictly to adhere.

14. The Commissioners do not sanction grants for the ornamenting of School-houses, but merely for such expenditure as may be necessary for having the children accommodated in plain, substantial buildings. If buildings of another description be preferred, the whole of the extra expense must be provided by the applicants.

15. The Commissioners do not sanction grants towards the expense of erecting residences for the Teachers.

16. The Commissioners do not sanction grants to purchase, alter, or furnish houses, for the purpose of being converted into School-houses.

§ III. III.—*Towards Support of Schools previously established (Non-Vested).*

1. The aid granted to Schools previously established is limited to Salary and Books, and the benefits of Inspection and Training.

2. The Commissioners do not contribute towards Repairs, Fittings, or Furniture; or to the Rent of the School-house.

3. Before aid can be granted, the Commissioners must be satisfied that the case is deserving of assistance; that there is reason to expect that the School will be efficiently and permanently supported; that some local provision will be made in aid of the Teacher's Salary, in addition to the School-fees; that the School-house is in good repair, and provided with a sufficient quantity of suitable Furniture; that a competent Teacher has been appointed; and that the School is in operation.

4. Before the Commissioners consider any application for aid, they require, from the Inspector of the District, a Report upon all the circumstances of the case.

5. To entitle a School to a continuance of aid, the House and Furniture must be kept in sufficient repair by means of local contributions; the School conducted in all respects in a satisfactory manner, and in accordance with the regulations of the Commissioners; and it must appear from the Records of the School that there is a sufficient average daily attendance of pupils.

6. In Mixed Schools, *i.e.*, Schools in which male and female children are taught in the same room, the Teacher may be either male or female, as the circumstances of the School may require; but when a Mixed School has been received into connexion, by the Commissioners, under a male or a female Teacher, the Commissioners will not sanction the appointment of a Teacher of a different sex, unless previous application be made to them to sanction such change.

7. When a school has been taken into connexion, as a School for Males or for Females solely, the Commissioners will not sanction the change from a male to a female school, or *vice versâ*, without their permission having been previously obtained.

Part III.

Different Classes of National Schools.

I.—*District and Minor Model Schools.* § I.

1. District and Minor Model Schools are built and supported entirely out of the funds placed by Parliament at the disposal of the Commissioners, and are therefore under their exclusive control.

2. The chief objects of Model Schools are to promote united education; to exhibit the most improved methods of literary and scientific instruction to the surrounding schools, and to train young persons for the office of Teacher.

3. In District and Minor Model Schools, the Commissioners appoint and dismiss, of their own authority, the Teachers and other officers; regulate the course of instruction, and exercise all the rights of Patrons. The Commissioners afford the necessary opportunities for giving religious instruction to the pupils, by such Pastors or other persons as are approved of by their parents or guardians, and in separate apartments allotted to the purpose.

4. Some of the Model Schools have farms attached to them, for the purpose of affording instruction in agriculture.

II.—*Ordinary Literary Schools.* § II.

1. Such Schools may be established either with aid from the State, or by local provision solely.

2. In Vested Schools, the local expenditure need only be one-third of the expense, and the Teachers' salaries are supplemented by the Commissioners.

3. In Non-vested Schools, the State assistance is limited to salary and books, and the benefits of inspection and training.

III.—*Agricultural Schools.* § III.

1. To Schools of this description Farms are attached, for the purpose of illustrating and introducing the most approved systems of tillage and cropping, and general husbandry.

2. Agricultural Schools of every class must have a literary department annexed to them, conducted on the principles of ordinary National Schools.

3. Agricultural Schools consist of two classes, those connected with School Farms of the First Class, and those connected with Ordinary School Farms.

4. School Farms are further subdivided into two classes, viz., those under the exclusive control of the Commissioners, and those under local Patrons.

5. In all Schools connected with School Farms of the First Class the Commissioners will grant salary to a Teacher for the literary department *exclusively*, when the extent of the farm and other circumstances render such an appointment necessary.

A.—*School Farms of the First Class under the exclusive control of the Commissioners.**

1. The Commissioners defray the greater portion of the cost of erecting the necessary buildings; but they require the local parties to contribute in such proportion as may be deemed necessary, according to the circumstances of each case.

* The Commissioners have, for the present, ceased to take into connexion School Farms of the First Class.

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Rules and Regulations of Commissioners.

PART III. § III.

2. The Commissioners undertake the *entire* cost of the furniture, fittings, rent, taxes, maintenance, implements, stock, &c., &c.

3. A Farm of sufficient extent must be conveyed to the Commissioners, at a moderate rent, and on a satisfactory lease.

4. The Commissioners exercise all the rights of Patrons, as in the case of District and Minor Model Schools.

5. The Commissioners admit into these Schools a limited number of free, and also of paying resident Agricultural Pupils.

6. The Commissioners contribute a small weekly payment to the class of day pupils who work on the farm.

B.—*School Farms of the First Class under Local Patrons.*

1. *Where the Premises are Vested.*

1. The Commissioners contribute a certain amount of assistance towards the erection of the buildings, in proportion to the amount of local contribution, and the extent of the farm. The remaining portion of the cost of the buildings and furniture, and the whole cost of implements, stock, seed, &c., must be contributed by local parties.

2. The site of the buildings must be legally vested in the Commissioners, or in Trustees, at a moderate rent, and on a satisfactory lease.

3. The only aid granted by the Commissioners towards the *maintenance* of such Schools, consists of salary to the Master (who must be competent to conduct both the literary and agricultural departments); a sum towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

2. *Where the Premises are Non-vested.*

1. The entire cost of the necessary buildings, furniture, implements, stock, seed, &c., must be defrayed by local parties, and a farm of sufficient extent must be provided.

2. The Commissioners, besides salary to the Master, contribute also towards the support of a limited number of resident Agricultural pupils, and a weekly payment to the class of day pupils who work on the farm.

C.—*Ordinary Agricultural Schools.*

1. This class of Schools consists of Ordinary National Schools, (either Vested or Non-vested), to which a small farm (from one to three acres), is annexed. The Teacher must be competent to give instruction both in the theory and practice of Agriculture, and must cultivate the land, with the assistance of his pupils.

2. The only aid granted by the Commissioners, is an addition to the class salary of the Teacher, and in some special cases, a small weekly payment to an Industrial class of pupils.

3. To entitle a School to such aid, the Commissioners require to be satisfied, from the Reports of the Agricultural Inspectors, that the Agricultural department is efficiently conducted.

D.—*School Gardens.*

The Commissioners award gratuities, on the recommendation of the Agricultural Inspectors, to the Teachers of National Schools, who exhibit the best specimens of garden culture, on ground attached to their respective Schools, the ground to be cultivated by the pupils.

§ IV.

IV.—*Industrial Schools.*

1. In these Schools, embroidery and other advanced kinds of needlework are taught. The Commissioners grant salaries to the Teachers, on the following conditions:—

First. That *all* the pupils of the industrial department shall receive literary instruction, for at least *two hours* daily.

Second. That no religious instruction or religious exercise shall take place during the time the pupils are engaged in industrial occupation.

Third. That a separate room be provided for industrial instruction.

Fourth. That in addition to the literary Teacher, there shall be a suitable person appointed to conduct the industrial department.

2. None but lay Teachers are entitled to a salary from the Commissioners, for conducting an Industrial Department in connexion with a *Convent School.*

3. The amount of salary will depend upon the circumstances of each case.

V.—*Convent Schools.* § V.

1. Convent Schools receive aid under the conditions applicable to Non-vested Schools, and they are subject to the same Rules and Regulations.

2. The members of the community may discharge the office of Literary Teachers, either by themselves or with the aid of such other persons as they may see fit to employ; the salaries of such assistants to be defrayed by the community, except in the case of monitors.

3. The amount of salary awarded to Convent Schools is regulated by the average number of children in daily attendance, according to a scale laid down by the Commissioners.

4. The Commissioners will grant aid to *one School only*, in *connexion with the same* Convent.

VI.—*Workhouse Schools.* § VI.

1. Such Schools are received into connexion, and grants of Books made to them, on condition that they shall be subject to inspection by the Commissioners, or their Officers, and that all the Rules of the Board applicable to Non-vested Schools be faithfully observed.

2. The Commissioners award gratuities to a certain number of the Teachers of Workhouse Schools in each District, on the recommendation of the Inspector.

VII.—*Schools attached to Prisons, Asylums, &c.* § VII.

Such Schools are received into connexion, upon the same general principles as the Workhouse Schools, and grants of Books are made to them. In special cases gratuities are awarded to the Teachers.

VIII.—*Evening Schools.* § VIII.

The Commissioners grant aid towards the support of Evening Schools, where the wants of the locality render such institutions desirable. The aid is limited to salary, books, and inspection.

Part IV. Part IV.

Teachers.

I.—*Their Qualifications and Duties.* § I.

1. National Teachers should be persons of Christian sentiment, of calm temper, and discretion; they should be imbued with a spirit of peace, of obedience to the law, and of loyalty to their sovereign; they should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power which education confers a useful direction. These are the qualities for which Patrons of Schools, when making choice of Teachers, should anxiously look. They are those which the Commissioners are anxious to find, to encourage, and to reward.

2. No clergyman of any denomination, or member of any religious order, can be recognised as the Teacher of a National School. This does not apply to the

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PART IV. § I.

Teachers of Convent Schools, nor to those of any Monastery Schools which have been at any time previously in connexion with the Board.

3. Teachers of National Schools are not permitted to carry on, or engage in, any business or occupation that will impede, or interfere with, their usefulness as Teachers. They are especially forbidden to keep public houses, or houses for the sale of spirituous liquors.

4. Every Teacher is required to have his Daily Report Book lying upon his desk, that Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teachers are by no means to alter or erase; and the Inspector of the district is required to transmit to the Commissioners copies of such remarks as he may deem of sufficient importance to be made known to them.

5. Should the Commissioners consider any Teacher in a vested school unfit for his office, or otherwise objectionable, they will require that he be dismissed and another provided: in non-vested schools the grant of salary will be withheld until a suitable Teacher be procured. Teachers are also liable to be fined, depressed, or suspended, at all times, when the Commissioners shall deem it necessary, on sufficient cause being shown.

6. Teachers, whose Schools may have declined in usefulness and efficiency, or who may have conducted themselves improperly, or who, from any other cause, may seem to merit punishment, may be fined, depressed, or deprived of salary.

7. All Teachers *newly appointed* to National Schools, who, after examination by the Inspectors, may be found wholly unqualified, must be removed; such Teachers not being *entitled* to any salary from the Commissioners, until examined and pronounced competent.

8. If a Teacher who has been dismissed from a National School for any cause, be appointed to another National School, the Commissioners reserve to themselves the right to determine whether the appointment can be sanctioned, or any salary paid to such Teacher.

9. No Teacher dismissed for incompetency is eligible for re-entry into the Board's service till after the expiration of at least six months from the date of such dismissal.

10. If a Teacher who has been a considerable period out of the service of the Board, shall again enter it, the Commissioners reserve to themselves the right to determine, in each case, whether such Teacher shall retain the class he was in, previous to quitting the service of the Board.

11. The Commissioners regard the attendance of any of the Teachers at meetings held for *political purposes*, or their taking part in elections for Members of Parliament, or for Poor Law Guardians, &c., except by voting, as incompatible with the performance of their duties, and as a violation of rule which will render them liable to dismissal.

12. Teachers, to be eligible for entering the service of the Board must, if males, have completed their seventeenth year; and, if females, their sixteenth.

13. No Assistant Teachers will be recognised whose qualifications are not at least equal to those required of Probationers.

14. The same rule as to age applies to Assistant as to Principal Teachers.

15. The Commissioners will not grant a salary to an Assistant Teacher in a Boys' School in which there is not an average daily attendance of at least sixty pupils; but in the case of Girls' Schools, or Mixed Schools—that is, Schools attended by both sexes—salary may be obtained for an Assistant, when the attendance shall have maintained itself at an average of at least fifty.

16. In Mixed Schools presided over by a Master, it is desirable, where the attendance warrants it, that a Female Assistant should be selected.

17. The Commissioners will not grant salary to Workmistresses in Mixed Schools, unless there be an average daily attendance of at least forty-five pupils; and the Commissioners require that at least two hours each day be devoted to instruction in this branch.

18. If any Workmistress whose appointment has been sanctioned by the Commissioners, be employed during the remainder of the ordinary school-hours in giving literary instruction to the junior classes, it is competent for the District Inspector, if he considers her qualified, to recommend that she be paid at the rate of salary awarded to "Probationers"

19. In Schools attended by Female Children only, under the care of a Female Teacher, such Teacher must be competent not only to conduct the Literary

Department, but also to give instruction in Needlework: but if the average daily attendance amount to forty-five, application may be made for a grant of salary to a Workmistress to take charge of the Industrial Department, which, however, must be superintended by the principal Teacher, who will be held responsible for its efficient management.

20. The following Practical Rules are to be strictly observed by the Teachers of National Schools:—

I. To keep at least one copy of the *General Lesson* suspended conspicuously in the School-room, and to inculcate the principles contained in it on the minds of their Pupils. This should be done at the time of combined ordinary instruction.

II. To exclude from the School, except at the hours set apart for Religious Instruction, all Catechisms and Books inculcating peculiar religious opinions.

III. To avoid fairs, markets, and meetings—but above all, *Political* meetings of every kind; to abstain from controversy; and to do nothing either in or out of School which might have a tendency to confine it to any one denomination of Children.

IV. To keep the Register, Report Book, and Class Rolls, accurately, neatly, and according to the precise forms prescribed by the Board; and to enter or mark in the two latter, before *noon* each day, the number of Children in actual attendance.

V. To classify the Children according to the National School Books; to study these Books themselves; to teach according to the improved method, as pointed out in their several prefaces; and to labour diligently to train up their Pupils in each branch of knowledge to that degree of attainment, or amount of proficiency, pointed out for each Class respectively in the *Programme of Instruction for National Schools.*

VI. To observe themselves, and to impress upon the minds of their Pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

VII. To promote, both by precept and example, *Cleanliness*, *Neatness*, and *Decency*. To effect this, the Teachers should set an example of Cleanliness and Neatness in their own persons, and in the state and general appearance of their Schools. They should also satisfy themselves, by personal inspection every morning, that the Children have had their hands and faces washed, their hair combed, and clothes cleaned; and, when necessary, mended. The School apartments, too, should be swept and dusted every *evening;* and white-washed at least once a year.

VIII. To pay the strictest attention to the morals and general conduct of their Pupils, and to omit no opportunity of inculcating the principles of *Truth* and *Honesty;* the duties of respect to superiors, and obedience to all persons placed in authority over them.

IX. To evince a regard for the improvement and general welfare of their Pupils; to treat them with kindness, combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

X. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, cruelty to animals, and every approach to vice.

XI. To record in the Report Book of the School, the weekly receipts of School Fees, and the amount of all grants made by the Board, as well as the purposes for which they were made, whether in the way of premiums, salaries to Teachers, or payments to Monitors or Workmistresses; also School Requisites, whether Free Stock or purchased at the reduced prices.

XII. To take strict care of the *Free Stock* of Books granted by the Board; and to endeavour to keep the School constantly supplied with the National School Books and requisites, for sale to the Children, at the reduced prices charged by the Commissioners; also to preserve, for the information of the Inspectors, the Invoices of Free Stock or purchased Requisites, which will be enclosed with the Grant.

XIII. Should it be intended to close a School for a time not included in the recognised Vacations, notice should be given some days previously to the Inspector; and when a Teacher is summoned for training, and means to obey the Summons, or intends resigning or removing to another School, he should intimate his intention to the Inspector a month at least before his removal or resignation, in order that the latter may have an opportunity of visiting his School, and reporting upon the state of the Premises, Free Stock, School Accounts, &c., &c.

XIV. To attend to the Ventilation of the School:—I. Immediately after entering the room in the morning; II. At the time of Roll-call; III. About an hour before the School breaks up. The ventilation can best be effected by lowering, where practicable, the upper part of the Windows, so as to admit a thorough air through the room.

21. In cases of illness, and upon Medical Certificates being submitted, the Commissioners allow to Principal Teachers, or Assistants, *one* month's leave of absence from school duty in the year, for which time their salaries will be paid without deduction. If any more lengthened leave of absence be required, there must be competent substitutes appointed, such substitutes to be paid by the recognised teachers, at the rate of, at least, the salary allowed to probationers. In no case can leave be granted for more than six months.

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Rules and Regulations of Commissioners.

PART IV. § II.

II.—*Training of Teachers.*

1. The Commissioners have provided a Normal Establishment in Dublin, for training Teachers, and educating persons who are intended to undertake the charge of Schools.

2. Teachers selected by the Commissioners for admission to the Normal Establishment, must produce a Certificate of good character; also a Certificate from a member of the Medical Profession that they are in good health, and free from any cutaneous disease; and must be prepared to pass through an examination in the Books published by the Commissioners. They are boarded and lodged at the Establishments provided by the Commissioners; and arrangements are made for their receiving religious instruction from their respective Pastors, who may attend at the Normal Establishment at convenient times appointed for the purpose. On Sundays they are required to attend their respective places of worship; and a vigilant superintendence is at all times exercised over their moral conduct. The Teachers undergo examination at the close of the course, and they then receive a certificate according to their deserts. The Teachers are, for a considerable time previous to their being summoned, required to prepare themselves for the course.

3. During the absence of the recognised Teacher, a temporary Teacher must be provided to take charge of the School, who is to be paid a portion of the salary falling due to the recognised Teacher during such Teacher's attendance at the Normal Establishment.

4. Should any Teachers present themselves in a delicate state of health, or affected with any cutaneous disease, they will not be received or allowed any travelling expenses. No Teacher can be admitted who has not had the Small-pock, or been vaccinated.

5. The Teachers trained in the Normal Institution are divided into three Classes, namely:—

First—The General or Ordinary Class, composed of Teachers (males or females) of National Schools, who have been recommended by the District or Head Inspectors as eligible Candidates for Training.

Second—The Special or Extra Training Class, composed chiefly of Teachers (males or females) who have been selected from the Ordinary or General Class, for additional Training.

Third—The Candidate or *Extern* Class, composed of a limited number of respectable and well-informed young persons, who wish to qualify themselves to act as Teachers. The Candidates admitted to this Class are permitted to attend, without any charge, the Model Schools and the Lectures of the Professors, and at the end of the course they are examined and classed as Teachers, according to their merits and qualifications. Permission is also given to Teachers of Schools not connected with the Board to attend the Model Schools as *Auditors* or *Visitors*, for any period that may suit their own convenience.

6. No Teachers can be admitted to the General or Ordinary Class, but those who have succeeded in obtaining Classification after Examination by a Board of Inspectors, or who may be *specially* recommended by the Inspectors or Professors.

§ III.

III.—*Classification of Teachers, &c.*

1. All National Teachers are either "Classed Teachers" or "Probationers." The former are divided into three classes.

The class in which Teachers are ranked depends (I.) upon their qualifications, as determined after examination by the Professors, or by the Inspectors; and (II.) on their proved capacity and efficiency as conductors of Schools.

All Teachers, on first entering the service of the Board, or who have not been classed, are termed Probationers.

2. Besides the Principal and Assistant-Teachers included under the foregoing heads, there are Junior Literary and Industrial Assistant-Teachers, Teachers of Needlework, Pupil-Teachers, and Paid Monitors.

3. The Commissioners have determined upon a course of study for each class, in which the Teachers are to be examined, as one of the tests of their fitness for promotion,

4. Every National Teacher will be furnished, on application to the District Inspector, with a copy of the programme of the course of study above referred to, in which is stated the minimum of proficiency required for each class.

5. Teachers already classed are to be admitted to examination, with a view to promotion, only on the recommendation of the District Inspector, and no one on whose School a decidedly unfavourable report has been made within the previous year is to be admitted.

6. (*a*). Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of the respective District Inspectors, that the Schools are properly organized and well conducted; that adequate exertions have been made to keep up a sufficient average attendance; that their Classes are taught according to the *Programme of Instruction for Schools;* that while the junior pupils are carefully taught, a fair proportion of the pupils of the higher classes, besides being proficients in the ordinary branches of Reading, Spelling, Writing, and Arithmetic, are possessed of a respectable amount of knowledge in Grammar and Geography, and able to write from dictation ordinary sentences with readiness and correctness. In Female Schools it will be further requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

(*b*). It must also appear from the reports of the Inspectors, that the School accounts have been regularly and correctly kept; that the School premises have been preserved with neatness and order; that cleanliness in person and habits has been enforced on the children attending them, and that an adequate supply of *Sale Stock* of Lesson Books and other necessary School requisites has been regularly kept up.

(*c*). It must also clearly appear that, JUDGED BY THE TOTAL RESULTS PRACTICALLY REALIZED IN THEIR SCHOOLS in the instruction and discipline of their pupils, they are worthy of the higher class to which they aspire.

7. All Teachers, who have not been classed, will be paid as Probationers, until they be classed at the first Examination, to which they shall have been summoned. Those who then obtain classification, will be paid from the commencement of their service under the Board, according to the rate of salary attached to their class. This rule will not extend to those Teachers who when summoned, shall fail, from any cause whatever, to present themselves for examination.

8. All Teachers who have been unsuccessful at their first examination, and who may be retained on trial, will receive the salary of the class to which they may be promoted at any subsequent examination, from the 1st of April of the year in which they offer themselves for such subsequent examination.

9. Teachers who, after their first examination, have been retained on trial as Probationers, if not recommended for promotion by the Head or District Inspectors at the next ensuing examination, cannot be continued in the service of the Board.

10. Classed Teachers who may offer for re-classification will, if promoted, be paid according to their new grade from the 1st of April of the year in which they offer themselves for examination.

11. The Pupil-Teachers of District Model Schools, on taking charge of National Schools after the completion of their course of training, shall, if not already classed, rank as Third Class Teachers (provided they be deemed qualified for that class by the Head Inspector) until they shall have been classed at the first Examination held after their appointment, in the district in which their Schools are situated—when they will be paid according to their classification, from the date of their appointment.

12. All Teachers must remain *at least* one year in a lower *division* of any class, before they are eligible for promotion to a higher division; and they must remain *at least* two years in a lower *class* before they can be promoted to a higher class. These conditions, however, being fulfilled, Teachers of superior attainments, and of eminent usefulness, may be advanced from any division of one class to any division of another, after their first classification, without being required to pass through the intermediate divisions.

13. This regulation does not apply to Teachers who may be promoted on

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the recommendation of the Professors at the termination of their course of training.

14. No Teachers can be raised to any division of the First Class, unless they shall have been trained at the Normal School of the Commissioners.

15. Teachers who may have absented themselves from the examinations of previous years, without satisfactory reason assigned, will be liable to be dismissed should they not present themselves when again summoned.

16. All Teachers also who may be *specially* summoned, and who shall be absent without a sufficient reason, will be liable to be fined or depressed.

§ IV.

IV.—*Salaries (Ordinary National Schools).*

1. The Commissioners grant salaries to Teachers of National Schools at the following rates, subject to the foregoing and annexed regulations:—

Principal Teachers:—		Males.	Females.
First Class,	1st Division,	£52	£42
	2nd „	44	36
	3rd „	38	30
Second Class,	1st Division,	32	26
	2nd „	28	24
Third Class,	1st Division,	24	20
	2nd „	18	16
Probationers,		15	14

(*a*). As a general rule, a School to be entitled to be taken into connexion, or to remain in connexion, must exhibit an average daily attendance of at least 30 pupils.

(*b*). Teachers cannot be admitted to the enjoyment of First Class salary, nor allowed to continue in its enjoyment, unless their Schools command an average daily attendance of 35 pupils.

(*c*). Should Schools of the ordinary class be retained in connexion after the attendance shall have fallen below *thirty pupils*, as in certain circumstances they may be retained, their Teachers will be paid according to the provisions of the modified scale given below.

(*d*). But as regards the Schools placed in connexion with the Board *before* the close of October, 1860, in every case where the attendance shall appear to be diminished by the admission of new Schools, the Commissioners will not make any reduction of salary on the *first* occasion of such diminution taking place, but will defer making such reduction until a period of six months shall have elapsed from the termination of the quarter in which the attendance shall, on such *first* occasion, fall below the required *minimum*.

(*e*). And in the case of Schools taken into connexion *since* October, 1860, reduction of salary, proportioned to the decrease in attendance, will be made in the *next* quarter subsequent to that in which it first occurs, should the decrease re-appear.

Assistant Teachers:—	Males.	Females.
Unclassed,	£15	£14
If classed 3^2,	18	16
If classed 3^1, or higher,	24	20
Junior Literary and Industrial Assistants,	—	14
Workmistresses,	—	8

2. To entitle a School to the services of an Assistant, the School, if for boys only, must have an average daily attendance of at least 60; but if for girls only, or if a mixed School, an average of 50 will suffice. While, however, the average daily attendance in such Schools respectively, remains under 65 and 55, no higher salary than that of III^2 can be awarded.

3. In mixed Schools presided over by a Master, the Assistant should be a female.

4. To entitle an Assistant to the salary of III^1, the School, if for boys only, must have an average daily attendance of at least 65, or if mixed, or for girls only, an average daily attendance of 55.

5. In Schools where the average attendance amounts to 110, salary of Classification, up to 2^1, will be allowed to the First or Senior Assistant.

6. To entitle a girls' School, or a mixed School, presided over by a Master, to the services of a Workmistress, an average daily attendance of 45 pupils is required, of whom, in the case of mixed Schools, 20 at least must be girls. The same rule applies to Junior Literary and Industrial Assistants in such Schools.

7. The Commissioners in certain cases are prepared to act on the following modification of the above Scale of Salaries provided for Principal Teachers.

I. *Attendance under* 15 *Pupils.*—Schools with an average daily attendance under 15 pupils, conducted on the principles and the system of the Board, will not be admitted to the enjoyment of salary, but may be allowed Inspection, Books, and Apparatus, under existing regulations. The teachers will be eligible for training, and their service, from their connexion with the Board, will count to their credit in respect to supplemental salaries, retiring allowances, &c., should their Schools afterwards become entitled to regular grants of salary, or should they be removed to others so entitled.

II. *Attendance* 15 *but under* 20 *Pupils.*—When the average daily attendance is 15, but under 20, in addition to Inspection, Books, &c., and training, the Commissioners will make an award of salary to the teacher, to the amount of two-thirds of a Probationer's salary.

III. *Attendance* 20 *but under* 25.—When the average daily attendance is 20, but under 25, the full salary of a Probationer, but no more, will be awarded to the teacher.

IV. *Attendance* 25 *but under* 30.—When the average daily attendance is 25, but under 30, salary as high as that of First Division of Third Class, but no higher, will be awarded to the teacher, should his qualifications in other respects entitle him to such classification.

NOTE.—These modified grants the Commissioners are prepared to make where the means of religious instruction are not attainable by children of a particular denomination within a reasonable distance of their homes, in any existing National School; but they reserve to themselves the power, in all cases, of preventing the unnecessary multiplication of Schools in any district, and will require as a condition of this modified aid that the Managers of such Schools shall be either Clergymen or other persons of good position in society.

8. The Commissioners are anxious that a further income be secured to the Teacher, either by Local Subscription or School-fees, and they require that the payments made by the Children shall not be diminished in consequence of any increase of Salary which may be awarded to the Teacher.

V.—*Paid Monitors—Their Salaries, &c.* § V.

Junior Monitors.		*Senior Monitors.*	
For the First Year,	£2	For the First Year,	£5
For the Second Year,	£3	For the Second Year,	£6
For the Third Year,	£4	For the Third Year,	£8
		For the Fourth Year,	£10

1. No School whose Teacher does not rank at least in 3^1 Class, can get the benefit of the services of a Junior Monitor; nor can any School whose Teacher ranks not at least in 2^2 Class, be allowed the services of a Senior Monitor.

2. The Paid Monitors are selected from among the best pupils in the National Schools of each district, and are appointed by the Commissioners upon the recommendation of the District Inspectors.

3. No Manager of a National School is obliged to employ a Paid Monitor, nor will such be appointed without his approval.

4. The appointment of a Junior Paid Monitor cannot be held for a longer period than THREE YEARS, nor that of a Senior Paid Monitor for more than FOUR YEARS, at the expiration of which periods respectively the salary will be discontinued.

5. The salary may, however, be withdrawn at any time, should want of diligence, of efficiency, or of good conduct on the part of the Monitor, or any other circumstance, render such a course desirable.

6. The Commissioners select (on the recommendation of the Inspectors), the Schools in which the services of Paid Monitors may be employed.

7. When a vacancy in a Monitorship occurs, whether before or after the expiration of a Monitor's term of service, it does not necessarily follow that a successor shall be appointed in the same School.

8. The Programme of the course of study for Paid Monitors can be obtained on application to the District Inspector.

9. Paid Monitors who have completed their course in a satisfactory manner, are eligible, on examination by the Inspectors, to offer as candidates for Assistant Teacherships, or for Pupil-Teacherships in District Model Schools.

10. In the case of a few very large and highly efficient schools, the Commissioners are prepared to appoint young persons of great merit to act as First Class Monitors, with a rate of salary somewhat higher than that of Paid Monitors of the above grades.

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VI.—*Salaries, &c., to other than Ordinary National Schools.*

A.—*Evening Schools.*

The Commissioners grant salaries, generally amounting to £5 a-year, to Teachers of Evening Schools, for every 25 Pupils in average attendance.

B. *Schools connected with School Farms of the First Class, under the exclusive control of the Board.*

Teachers of this class of Schools receive such amount of Salary as the Commissioners deem sufficient, according to the circumstances of each case.

C. *Schools connected with School Farms of the First Class under Local Patrons.*

Masters of this class of Schools, competent to conduct both the Literary and Agricultural Departments, receive £10 per annum, in addition to the salary of the class in which they may be placed; but if their income from the Board, with this addition, should fall short of £30 per annum, the difference will be granted to them, so that in all cases, such Teachers shall have secured to them for their *combined* services a salary of £30 a-year at least.

D. *Schools connected with Ordinary School Farms.*

Masters of such Schools receive £5 per annum in addition to the salary of their class, provided they are competent to conduct both the Literary and Agricultural Departments, and that the Commissioners shall have previously approved of Agriculture being taught in the School.

E. *Industrial Schools.*

In National Schools where embroidery and other advanced kinds of needlework are taught, the amount of salary granted for giving such instruction is regulated by the nature of the work, and the number of pupils engaged in it.

F. *Schools connected with Convents and Monasteries.*

1. In Schools of this description, salary is paid according to a per-centage on the average daily attendance:—

Average Attendance.			Salary. £	Average Attendance.			Salary. £ s.
30 to 50	Increase at £20 per cent.		10	301 to 325	Increase at £17 per cent.		64 5
51 „ 75			15	326 „ 350			68 10
76 „ 100			20	351 „ 375			72 15
101 „ 125			25	376 „ 400			77 0
126 „ 150			30	401 „ 425			81 5
151 „ 175			35	426 „ 450			85 10
176 „ 200			40	451 „ 475			89 15
201 „ 225			45	476 „ 500			94 0
226 „ 250			50	501 „ 525			98 5
251 „ 275			55	526 „ 550			102 10
276 „ 300			60	551 „ 575			106 15
				576 „ 600			111 0

601 upwards, increase at £15 per cent.

2. As the amount of salary to Schools of this class will in all cases depend upon the average daily attendance of pupils, Managers are to be prepared for augmentation or diminution accordingly, at the expiration of each quarter.

3. Schools of this class are entitled to the services of Paid Monitors.

G. *Model Schools.*

(*a.*) *Scale of Salaries to Head Masters and Mistresses of Model Schools.*

1. The head master to receive £60 per annum, and after the completion of three years' service to rise by £5 per annum, until the salary amount to £100, should he be reported faithful and efficient in the discharge of his duties.*

2. The head mistress to receive £55† per annum, and after three years' service to rise by £2 10*s.* per annum, on the same condition as in the case of males, until the salary amount to £75 a-year.

3. Principals, both males and females, enjoy also one-half the school-fees received in their respective departments.

* In case of head masters of Model Schools residence is provided, or in lieu thereof, in some cases, allowance for house rent.

† This includes £20 a year for lodging allowance.

(*b.*) *Scale of Salaries and Allowances to Assistant Masters and Mistresses in Model Schools.*

1. An assistant master to receive his class salary, a supplemental salary of £16 per annum, and generally a certain proportion of the school fees.

2. An assistant mistress to receive her class salary, a supplemental salary of £12 per annum, and generally a certain proportion of the school fees.

3. The grant of such supplemental salaries to be contingent upon the Report of the Head and District Inspectors.

(*c.*) *Allowances to Teachers of Model Schools who, possessing Certificates of Competency, shall give Instruction in Singing, Drawing, or Physical Science.*

1. The head master or mistress to be allowed £10 annually, but to be paid for teaching only *one* of these subjects.

2. The assistant master or mistress to be allowed for

Singing,	£8
Drawing,	8
When both are taught,	12
And an Assistant Master for teaching Physical Science,	8

3. When the assistant teacher is engaged in teaching both physical science and *either* drawing or singing (for not more than *two* of these extra branches are to be taken by the same assistant), a sum of £12 annually to be granted to him.

4. If in the case of singing or drawing the instructions of the teacher, Principal or Assistant, are confined to but one department of the school, as the Boys' or Girls', but half the assigned rate of payment is allowed.

5. These allowances to be contingent upon the Report of the Head and District Inspectors.

(*d.*) *Paid Monitors and Pupil-Teachers in Model Schools.*

1. Monitors are allowed for the

First Year,	£6	Third Year,	£10
Second Year,	8	Fourth Year,	12

2. In the case of Pupil-teachers resident in the house, an allowance at the rate of £20 a-year is granted to the Master for the Board, &c., of each.

3. Extern Pupil-teachers are allowed at the rate of £20 a-year each, in lieu of board, &c.

(*e.*) *Gratuities to Pupil-Teachers and Paid Monitors in Model Schools.*

1. An annual gratuity not exceeding 30*s.* may be awarded to pupil-teachers (of *first* year) and paid monitors for good conduct, distinguished merit in their studies, and success in the instruction of the classes intrusted to their charge.

2. Pupil-teachers who may be retained for training beyond their first year, will be allowed a gratuity of 30*s.* a quarter, as reward for good conduct, &c.

3. These gratuities are granted on the recommendation of the Head and District Inspectors.

H. *Gratuities to Literary Teachers of Workhouse Schools.*

1. The Commissioners of National Education (with the concurrence of the Poor Law Commissioners) award gratuities to a certain number (forty males and forty females) of the Teachers of the Workhouse Schools, in connexion with the National Board, who shall be recommended by the District Inspectors.

The gratuities are divided into two classes:—

For Male Teachers,	First Class,	Twenty	at the rate of £6	a-year each.
	Second Class,	Twenty	„ £4	„
For Female Teachers,	First Class,	Twenty	„ £5	„
	Second Class,	Twenty	„ £3	„

2. The awards are made half-yearly, for the periods ending 31st March, and 30th September.

3. It is to be understood that such gratuities are given in *addition* to the salaries paid to the Teachers of Workhouse Schools under the provisions of the Poor Law Act.

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4. No Teacher is precluded from receiving the gratuity two or more half years in succession, if recommended by the District Inspector as deserving of it; but a Teacher having received a gratuity for one half year, is not thereby *entitled* to the payment of another for the succeeding half year.

5. If the Local Guardians know any just cause for withholding the gratuity from the Teacher, they are to return the receipt unsigned, and communicate to the Commissioners of National Education the grounds for so doing.

6. The Teachers of Workhouse National Schools are also eligible to receive the gratuity for instructing pupils in Vocal Music.

§ VII.

VII.—*Gratuities, &c., to Teachers of Ordinary National Schools.*

A.—*Premiums for Order, Neatness, and Cleanliness.*

1. The sum of £22 10*s.* will be allocated to each of the School Districts, and divided into Thirteen Premiums.

One of £4 . . .	£4	Five of £1 10*s.* . . .	£7 10*s.*
Two of £3 . . .	£6	Five of £1 . . .	£5

2. These Premiums are awarded ANNUALLY on the recommendation of the District Inspector, at the expiration of the year.

3. No Teacher is eligible for this Premium for more than two years in succession, or who shall be in receipt of Good Service salary.

4. These Premiums will be awarded to Teachers of all classes, provided the average attendance in each case shall not fall below that required for Salary of Teacher's Class; but none will be deemed eligible to receive such Premiums against whom there is any well-founded charge of neglect in the performance of their duties, of impropriety in their conduct, or whose Schools are not conducted in all respects in a satisfactory manner.

5. If the Patron or Manager of a National School knows any just cause for withholding the Premium from the Teacher, he is to return the receipt unsigned, and state his reasons for so doing.

B.—*Supplemental or Good Service Salaries.*

1. Supplemental or Good Service Salaries are awarded to a certain number of Teachers of National Schools on the recommendation of the Head and District Inspectors, subject to the following conditions:—

(*a*). That the teacher ranks not lower than First Division of Third Class.

(*b*). That the average attendance at his school amounts to thirty-five at least.

(*c*). That the teacher has given not less than eight years' service under the Board; period of service to be reckoned from the date from which salary as a Classed Teacher was first paid.

2. No teacher to be eligible for such Supplemental Salary who shall have been depressed or fined for misconduct or neglect of duty, or on whose school a decidedly unfavourable report shall have been made within the preceding three years, or who shall not have shown himself, throughout his whole career, to have been attentive and painstaking, and mindful of all the details of school-keeping.

3. Any teacher to whom such Good Service Salary shall have been awarded, but who shall subsequently cease to exhibit those qualities which first obtained for him this distinction, or whose school shall fall below an average daily attendance of thirty-five pupils, shall thereby forfeit such Supplemental Salary.

4. Teachers in receipt of Good Service Salary who may become entitled to an increase, on the ground of a more lengthened term of service, or on account of promotion to a higher class, must be specially recommended by Inspector for such increase.

5. In case of promotion from a lower to a higher class, teacher will not be entitled to the consequent increase of Good Service Salary until he shall have been a year in his new class.

6. Payments to be made annually; and in no case without the united recommendation of the Head and District Inspectors.

Of Class	Males. After Good Service of 8 Years.			12 Years.			17 Years.		
	£	s.	d.	£	s.	d.	£	s.	d.
III¹	3	0	0	4	0	0	6	0	0
II²	4	0	0	5	0	0	7	0	0
II¹	5	0	0	6	0	0	8	0	0
I³	6	0	0	7	10	0	9	10	0
I²	7	0	0	8	10	0	11	0	0
I¹	8	0	0	11	0	0	13	0	0

Of Class	Females. After Good Service of 8 Years.			12 Years.			17 Years.		
	£	s.	d.	£	s.	d.	£	s.	d.
III¹	2	0	0	3	0	0	5	0	0
II²	3	0	0	4	0	0	6	0	0
II¹	4	0	0	5	0	0	6	10	0
I³	4	10	0	5	10	0	7	10	0
I²	6	0	0	7	0	0	9	0	0
I¹	7	0	0	9	0	0	11	0	0

C.—*Allowances for teaching Vocal Music, Drawing, and Navigation.*

1. To every teacher, possessing a certificate of competency, who shall give instruction in vocal music in his school, a gratuity ranging from £2 to £5 a-year, according to the number under instruction and the success of the teacher's efforts.

2. To every teacher possessing a certificate of competency from the drawing-master in the Central Model School, or from the master of a school of Art, who shall give instruction in drawing to a class with sufficient average attendance, an annual gratuity, varying from £3 to £10, according to the number under instruction and the success of the teacher's efforts.

3. Gratuities for teaching singing and drawing are awarded to the conductors of Convent Schools on the same conditions as in the case of ordinary Schools, provided satisfactory proof is afforded of the competency of the teachers, and that the instruction is given during the hours of secular education.

4. To every teacher of a National school, possessing a certificate of competency from the masters of the Dublin, Belfast, Limerick, or Waterford Model Maritime Schools, who shall give evidence of having an average attendance of at least six pupils under instruction in navigation, an annual gratuity of £5 for an attendance of six pupils, and £10 for an attendance of twelve or more.

D.—*Gratuities for Instructing Paid Monitors.**

		£	s.	d.
Senior Monitors,	For each monitor of 1st year a gratuity of	1	0	0
	do. of 2nd year do.	1	10	0
	do. of 3rd or 4th year, do.	3	0	0
Junior Monitors,	For each junior monitor a gratuity of .	1	0	0

E.—*Gratuities for Extra Instruction to Unpaid Monitors.**

1. A gratuity not exceeding *four pounds* may be awarded to teachers of organized schools, who shall give *extra* instruction to a staff of *unpaid monitors* appointed by the Inspector or Organizer.

a. Teachers must, to entitle them to such gratuities, keep a record of the time devoted by them to the monitors' instruction.

b. No gratuity can be awarded under this or the preceding head unless the answering of the monitors be satisfactory and that such answering can be fairly referred, in great part at least, to the care bestowed by the teacher during the time of such special instruction.

F.—*Gratuities for preparing Young Persons for the Office of Teacher.**

1. For every pupil who, after having been appointed to a school, shall pass respectably the *first* annual examination, held subsequently to such appointment, the master or mistress by whom such pupil shall have been trained will be entitled to a sum of not less than £2, and not more than £3; but in no year is the amount to exceed £15 to any one school or teacher as the reward of such services.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his or her appointment as a teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all other respects.

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

Appendix E.

Rules and Regulations of Commissioners.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

(*d*). That not more than twelve months shall have elapsed between such pupil's first examination and the date of his leaving the school of his former instructor.

PART IV. § VII.

G.—*Gratuities for preparing Young Persons for the Office of Pupil-Teacher in Model Schools.**

1. A gratuity not exceeding £2 may be awarded to teachers from whose schools shall proceed eligible candidates for the office of pupil-teacher in the Model Schools.

2. The conditions to be observed in regard to these gratuities are—

(*a*). That such pupil shall have attended in the school not less than two consecutive years immediately preceding his appointment as pupil-teacher.

(*b*). That the District Inspector shall certify that the school in which such pupil shall have been trained is efficiently conducted in all respects.

(*c*). That the Head Inspector before whom such pupil shall have been examined shall certify that the teacher is entitled to the gratuity.

H.—*Retiring Gratuities.*

In particular cases the Commissioners have the privilege of granting gratuities of reasonable amount to deserving Teachers of long standing in their service, when, from old age and infirmity, they are obliged to retire.

PART V.

PART V.

SUPPLIES OF BOOKS, SCHOOL REQUISITES, AND APPARATUS.

§ I.

I.—*Nature and Extent of Grants, and Conditions on which made.*

1. The Commissioners furnish gratuitously to each School a First Stock of School requisites, in proportion to the attendance of Children. These requisites are to be kept as a School Stock, for which the Master or Mistress is held responsible, and are on no account to be sold or taken out of the School.

2. The funds of the Commissioners do not enable them to give a Free Stock sufficiently large for the entire wants of the School. Any additional maps, stationery, slates, clocks, and other requisites, must, as required from time to time, be purchased at reduced rates.

A.—*Free Stock.*

The value of the grant of Free Stock is regulated by the average daily attendance of Pupils, as ascertained from the reports of the Inspectors. The Managers of Schools have the privilege of selecting their grants of Free Stock from the following List—being at liberty to choose such of them as they most approve of, and to omit any to which they object:—

Slates, Large.
Do. Small, ruled.
Slate Pencil Holders.
Ink Stands.
Patterson's Sheet of Illustrations to Zoology, No. 1.
Do., Do., No. 2.
One Set Tablet Lessons, Arithmetic, 60 sheets, mounted on 30 Pasteboards.
Do. do. Spelling and Reading, pt. 1, 34 sheets mounted on 17 Pasteboards.
One Set of Copy Lines, mounted.
Thirty-hour American Clock, in case.
Professor Sullivan's English Dictionary.
Fleming's Atlas (Outline Maps).
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Education.
Young's Infant School Manual.

LARGE MAPS.

Map of the World.	Map of Australia.
,, Ancient World.	,, British Isles.
,, Europe.	,, England.
,, Asia.	,, Scotland.
,, Africa.	,, Ireland.
,, America.	,, Palestine.
,, United States.	

Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.	America.
Western do.	Canaan and Palestine.
England.	Chart of the World.
Scotland.	Geographical Terms.
Ireland.	United States and Canada.
Europe.	Chronological Chart of Ancient History.
Asia.	
Africa.	

*** These Maps are of the same character as the large Maps, but being smaller, may be more convenient to many Schools.

Physical Map of the World.
Physical Map of Europe, with book.

Betts' Educational Maps—size, 23 by 26 inches, on rollers, varnished—

England.	America.
Scotland.	Australia.
Ireland.	Palestine.
Europe.	Eastern Hemisphere.
Asia.	Western do.
Africa.	

* Teachers of Model Schools are excluded from obtaining this class of gratuities.

Interrogatory Maps, with Book of Exercises to each Map; to correspond with the Educational Series, on roller, varnished—

Europe.	England.
Asia.	Scotland.
Africa.	Ireland.
America.	

3-inch Semi-Globe, hinged.
View of Nature in all climates, mounted on roller.
View of Nature in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.
Machinery and Manufactures, mounted, viz.:

1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—

1. Mechanical Powers.	5. Motion and Force.
2. Machinery.	6. The Steam Engine.
3. Watch and Clock-work.	7. Hydrostatics.
	8. Hydraulics.
4. Elements of Machinery.	9. Pneumatics.

Graphic Illustrations of Animals, showing their uses in life, and after death, 21 prints, mounted.
Natural History, 150 prints, mounted.
Natural Phenomena, 30 prints, mounted.
Animals illustrated in their comparative sizes, on roller.
Tool Box, containing an assortment of most useful Tools.
Centrifugal Machine.
Archimedean Screw; Working Model.

Black Boards:—42 by 30.
Do., 36 by 30.
Do., 30 by 24.
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.

Framed Black Boards:—42 by 30.
Do., 36 by 30.
Do., 24 by 16

Easels:—Shut up Easel, 7 feet.
Do., Do., 6 feet.
Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Pointers, common, long.
Do. do., short.

Arithmetic Frames:—
Frame and Stand.
Hand Frames, 17 by 19 inches.
,, 15 by 13 ,,

The following requisites are included in the grant:—

District Inspector's Observation Book.
School Register.
Daily Report Book.
Roll Book.
General Lesson.
Commandments.
Time Table.
Commissioners' Rules.
Rules for Teachers.
Religious Instruction Tablet.
Notices to Parents.
Programmes of Instruction.

B.—*Requisites supplied at Reduced Prices.*

1. When Books, &c., purchased from the Commissioners at the reduced prices, are sold to the children attending a National School, it is directed that in no case shall any advance be made on these prices; and the District Inspectors have instructions to inquire into and report upon any infraction of this rule.

2. The following is the List of Books, School Requisites, and Apparatus supplied to Schools at reduced prices:—

First Book of Lessons.
Second do.
Sequel to Second Book, No. 1.
Sequel to Second Book, No. 2.
Third Book of Lessons.
Fourth do.
Supplement to the Fourth Book.
Fifth Book (Boys').
Reading Book for Girls' School.
Biographical Sketches of British Poets.
Selections from the British Poets, Vol. 1.
Do., do., Vol. 2.
Introduction to the Art of Reading.
English Grammar.
Key to do.
First Book of Arithmetic.
Key to do.
Arithmetic in Theory and Practice.
Key to do.
Book-keeping.
Key to do.

Epitome of Geographical Knowledge.
Compendium of do.
Elements of Geometry.
Mensuration.
Appendix to do.

Natural Philosophy, &c.:—

Vol. 1. Mechanics, Hydrostatics.
Vol. 2. Electricity, Galvanism, &c.
Vol. 3. Chemistry and Chemical Analysis.

Scripture Lessons (Old Testament), No. 1.
Do. do. No. 2.
Do. (New Testament), No. 1.
Do. do. No. 2.

Sacred Poetry.
Agricultural Class Book.
Farm Account Book.
Directions for Needlework.
Do. with Specimens.

Appendix E.
Rules and Regulations of Commissioners.
PART V.

Tablet Lessons, Arithmetic, 60 sheets.
Do. mounted on 30 Pasteboards.
Do. Spelling and Reading Tablets, Part 1.
Do. do. Part 2.
Do. mounted on 17 Boards, Part 1.
Do. do. Part 2.
Copy Lines.
Do. mounted.

Large Map of the World.
Map of Ancient World.
„ Europe.
„ Asia.
„ Africa.
„ America.
Map of United States.
„ Australia.
„ British Isles.
„ England.
„ Scotland.
„ Ireland.
„ Palestine.

Thirty-hour American Clock, in case.
Eight-day Spring Clock, not striking the hours.
Copy Books, Large.
Do., Small.
Quills.
Steel Pens (Nibs).
Do., broad, medium, or fine points, No. 075 F, 075 M, 075 B.
Do., broad, medium, or fine points, No. 0142 F, 0143 M, 0144 B.
Barrel Pen, N.
Holders for do.
Slates, Large.
Do. Small, ruled.
Slate Pencils.
Slate Pencil Holders.
Ink Stands.
Ink Powders.

Books not Published, but Sanctioned by the Commissioners of Education.

Professor Sullivan's English Dictionary.
Do. Spelling Book Superseded.
Do. English Grammar.
Do. Introduction to Geography and History.
Do. Geography Generalized.
Do. Literary Class Book.
Fleming's Atlas of Outline Maps, coloured.
Dower's Atlas, 12 Maps, coloured.
Kirkwood's Atlas, 12 Maps, coloured.
Dawes' Hints on Secular Instruction.
Easy Lessons on Reasoning.
Easy Lessons on Money Matters.
Young's Infant School Manual.
Household Work for Female Servants.
Patterson's First Steps to Zoology, Part 1.
Do. Sheet of Illustrations to do., No. 1.
Do. First Steps to Zoology, Part 2.
Do. Sheet of Illustrations to do., No. 2.
Do. Zoology for Schools, Part 1.
Do. do., Part 2.
Dr. Thomson's Treatise on Arithmetic,
Do. Key to do.
Do. Elements of Euclid, Part 1.
Do. do., Part 2.
Do. Introduction to Algebra.
Arithmetical Table Books.

Works for the use of Agricultural Pupils.

Dr. Hodges' First Steps in Agricultural Chemistry.
Do. First Lessons in do.
Johnston's Catechism of do.
Murphy's Agricultural Instructor.
Campbell's Farmer's and Cottager's Guide.
Pringle on Green Cropping.
Stephen's Catechism of Practical Agriculture.

Wilhelm's Vocal Music, supplied only to Schools where the Teachers hold Certificates of competency to instruct in Singing.

Hullah's Manual.
Hullah's Songs for Schools, No. 1.
Do. Do., No. 2.
Do. Set of 8 Large Sheets.
Do. Exercises, Book 1.
Do. Do., Book 2.
Slate, ruled for Music.
Tuning fork.

GLOBES:—
12-inch, in Mahogany, low stand, Brass Meridian.
12-inch, in Stained Wood, low stand, Iron Meridian.
6-inch Semi-Globe, on Mahogany board.
3-inch do. do.
3-inch do. hinged.

MAPS:—
Johnston's School and Family Maps—size 23 by 27 inches, on rollers, varnished—

Eastern Hemisphere.
Western do.
England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Canaan and Palestine.
Chart of the World.
Geographical Terms.
United States and Canada.
Chronological Chart of Ancient History.

*** These Maps are of the same character as the large Maps usually supplied by the Commissioners, but being smaller, may be more convenient to many Schools.

Johnston's Physical Map of the World.
Do. Physical Map of Europe, with book.
Betts' Educational Maps—size, 23 by 26 inches, on roller, varnished—

England.
Scotland.
Ireland.
Europe.
Asia.
Africa.
America.
Australia.
Palestine.
Eastern Hemisphere.
Western do.

Interrogatory Maps, with Book of Exercises to each map, to correspond with the Educational Series, on roller, varnished—

Europe.
Asia.
Africa.
America.
England.
Scotland.
Ireland.

Geographical Slates—Each Slate has Two Outline Maps permanently engraved on it, and accompanied with Key Maps—

England and the World.
Europe and Asia.
Africa and America.
Ireland and Scotland.
United States and England.
United States and the World.

Outline Maps—size, 17 by 13½ inches, printed on good paper, for Geographical Exercises—

England.
Scotland.
Ireland.
France.
Europe.
Asia.
Africa.
North America.
South America.
Eastern Hemisphere.
Western do.
Palestine.

Key Maps—same size and sorts as preceding—coloured.
Physical Geography (Reynolds's), mounted—

1. Physical Features of the Land.
2. Volcanic System.
3. Climates.
4. Movements of the Waters.
5. Distribution of Rain.
6. Distribution of the Winds.

Griffith's Geological Map of Ireland, on roller.
School Atlas of Physical Geography, with Introduction, and 39 Maps, coloured, bound

Atlas illustrative of the Physical, Political, and Historical Geography of the British Empire, 10 Maps, coloured, bound.

DIAGRAMS:—Illustrations of Natural Philosophy (Johnston's), on roller, varnished, each accompanied by a book—
- No. 1. Properties of Bodies.
- No. 2. Mechanical Powers.
- No. 3. Hydrostatics.
- No. 4. Hydraulics.
- No. 5. Physiology, No. 1.
- No. 6. Physiology, No. 2.
- No. 7. Steam Engines.

Astronomy, 6 sheets (Reynolds's), mounted.
View of Nature in all climates, in wrapper.
Do., Do., mounted on a roller.
Do., in ascending regions, mounted on roller.
The Human Species, 4 sheets, mounted on roller.

Machinery and Manufactures, viz.:—
1. Condensing Steam Engine.
2. High Pressure Engine.
3. Locomotive Engine.
4. Marine Engine—side Lever.
5. Marine Engine—Oscillating.
6. Marine Engine—Screw.
7. Paper-making Machine.
8. Printing Machine.
9. Manufacture of Gas.
10. Electric Telegraph.
11. Fire Engine and Pumps.
12. Malting and Brewing.
13. Distilling.
14. Principle of the Watch.
15. Hydraulic Press.
16. Manufacture of Cast Iron.
17. Flour Mill.
18. Suction and Force Pumps.
19. The Barometer and its uses.
20. Threshing Machine.
21. Gas Meter.
22. Mechanism of a Clock.
23. The Cotton Plant and its Cultivation.

Lardner's Illustrations of Mechanics, Natural Philosophy, &c., mounted on roller—
1. Mechanical Powers.
2. Machinery.
3. Watch and Clock-work.
4. Elements of Machinery.
5. Motion and Force.
6. The Steam Engine.
7. Hydrostatics.
8. Hydraulics.
9. Pneumatics.

Section of Screw Line-of-Battle-Ship, mounted.
Table of British Strata, mounted.
Natural Phenomena, 30 prints.
Do. mounted.
Useful Plants, a set of 12 plates, coloured, in wrapper, with Book.
Do., Do., mounted.
Natural History, 150 prints.
Do., mounted.
Animals, illustrated in their comparative sizes, on roller.
Graphic Illustrations of Animals, showing their uses in life and after death, 21 prints, mounted.
The Animal Kingdom, 4 sheets, coloured, mounted.
Patterson's Zoological Diagrams (10), mounted on rollers, varnished.
Set of Chemical Apparatus for performing experiments to illustrate Johnston's Agricultural Chemistry,
Tool Box, containing an assortment of most useful Tools.
Compound Portable Microscope.
Magnetic Ship's Compass, 10-inch.
Magnetic Compass, in brass case, 1½-inch.
Do. in mahogany case.
Thermometers:—Boxwood Thermometers.
Models, &c.:—Working Models of Mechanical Powers (Edwards).
Centrifugal Machine.
Archimedean Screw; Working Model.
Cards of Model Tools—Carpenter, Cabinet-maker, Bricklayer, Plumber, Painter and Glazier, Printer, Bookbinder, Goldbeater, Cooper, Farrier, Miner, Roadmaker and Pavior, Gardener, 12 sorts.
Geometrical Solids, set of, in box.
Conic Sections, do.
Dissected Cone, in boxwood.
Dissected Cube, Octahedron.
Do. Tetrahedron.
Do. Dodecahedron.
Do. Pentagonal Dodecahedron.
Steel Goniograph, for illustrating Geometrical figures.
Tangible Arithmetic, consisting of 12 doz. cubes in box.

ILLUSTRATIONS OF THE USEFUL ARTS:—
The Manufacture of a Needle described, with specimens of wire in its various stages up to the finished needle.
The Manufacture of a Pin described, with specimens, showing the progress from the rough metal to the finished article.
The Manufacture of Paper described, accompanied by sixteen illustrative specimens.

EDUCATIONAL CABINETS:—
Edwards' Educational Cabinet, consisting of Natural Objects to illustrate Lessons on Common Things.
M'Nab's Object-Lesson Cards, illustrative of the Vegetable Kingdom, with specimens.
The Silkworm, exhibiting its various changes from the egg; in glazed case.

MATHEMATICAL DRAWING INSTRUMENTS:
Leather pull-off Case of Patent Instruments, No. 0211, containing 5-inch steel-joint compass, pen point, pencil point, hand pen, and 6-inch boxwood scale.
Mahogany Case of ditto, No. 0212, containing 6-inch steel-joint compass, pen and pencil points, divider, bow pen, hand pen, pencil, box scale, ebony parallel, and brass protractor.
Land Surveying Chains, English Measure.
Do., Irish Measure.
Flat Rulers, Pear Tree Wood, No. 2, 12-inch.
Do., Do., No. 3, 15 „
Do., Do., No. 4, 18 „
Round Ebony Rulers, 12-inch.
Do., 18 „
Gunter's Scales, boxwood, 12-inch.
Do., 24 „
Chain Scale, boxwood, 12-inch.
Plotting Scale, 12-inch.
Offset Scales.
Ebony Parallel Rulers, 15 inches.
T Squares, No. 1, 16-inch.
Do., No. 3, 26 „
Do., No. 4, 30 „
Black Boards:—42 by 30-inch.
Do., 36 by 30 „
Do., 30 by 24 „
Do., 42 by 30, on Stand.
Do., 36 by 30, Ruled for Music.
Framed Black Boards:—42 by 30-inch.
Do., 36 by 30 „
Do., 24 by 16 „
Easels:—Shut up Easel, 7 feet.
Do., 6 feet.

Appendix E.
Rules and Regulations of Commissioners.
PART V. § I.

Framed Easel, 6 feet, double leg.
Lesson Post, suitable for Tablet Lessons.
Black Canvas, stretched on Frames, 22 by 17 inches.
Drawing Boards—Clamped:—13 by 9¾.
Do., Do., 18 by 13½.
Do., Do., 20 by 15½

ARITHMETIC FRAMES:—
Frame and Stand.
Hand Frames, 15 by 13 inches.
Pointers, common, long.
Do., Do., short.
Sewing Needles:—Assorted sizes.
Packets of Needles.
Darning Needles:—Assorted sizes.
Crochet Needles:—Steel.
Knitting Pins.
Sewing Cotton:—Clarke's.
Do., Brook's.

THIMBLES:—
Brass, common.
Do., steel top.

SCISSORS:—
Cutting-out Scissors.
Class Scissors, No. 99.
Do., No. 264.
Penknives, No. 4000.

WORKING MATERIALS:—
Knitting Cotton, blay.
Do., white.
Knitting Worsted, white.
Do., gray.
Do., black drab.
Do., black.
Yellow Sampler Canvas.
White do.
Yellow Stripe, do.
White Muslin.

BLACK LEAD PENCILS, CHALK, &c.:—
Black Lead Drawing Pencils, HB, B. BB, F.
Common Drawing Pencils.
India Rubber.
White Chalk—French.
Charcoal.

BLACK LEAD PENCILS, &c.—*continued.*
Black Conté Crayons, Nos. 1, 2, 3.
Drawing Pins.
Porte Crayons, brass.

DRAWING PAPER:—
Cartridge Paper.
Do., tinted.
Medium Drawing Paper.
Do. do., hand made.
Royal do.
Imperial do.

DRAWING MATERIALS:—
Water Colours in boxes.
School of Art Colour Box.
Water Colours in boxes, best quarter cakes, slide lid.
Do., half cakes, slide lid.
Indian Ink.
Camel Hair Pencils, crow-quill.
Do., duck-quill.
Do., goose-quill.
Cabinet Nests, 6 saucers.

DRAWING COPIES, &c.:—
Lineal Drawing Copies, mounted, in portfolio.
Easy Drawing Copies, do.
Hermes' Drawing Instructor, 64 Nos.:—
Part 1 to 24—Landscapes.
25 to 36—Flowers and Fruit.
37 to 48—Heads.
49 to 60—Arabesques.
61 to 64—Horses.
School of Art Drawing Book.
Familiar Freehand Drawing Copies.
Green's First Studies in Landscape, 6 Nos.
Elementary Studies, by Julien and others.
Heads from the Antique, drawn by Smeeth, plain.
Do., do., tinted.

HARMONIUMS, with each Instrument an Instruction Book is supplied:—
Harmonium (of 5 Octaves), with expression stop.
Do., do., without stop.
Do., (of 4 Octaves).

C.—*Additional Requisites and Apparatus.*

In addition to the Requisites and Apparatus in the foregoing List supplied to National Schools, the following is a List of Apparatus supplied at reduced prices to Schools under special circumstances:—

GLOBES—Celestial and Terrestrial:
18-inch, in Mahogany, high stand, with Compass.
18-inch, in ditto, with Iron Meridian.
18-inch, in Mahogany, low stand, with Brass Meridian.
18-inch, in Stained Wood, low stand, with Brass Meridian.
18-inch, in Stained Wood, low stand, Iron Meridian.
12-inch, in Mahogany, high stand, Brass Meridian.
12-inch, in Stained Wood, low stand, Brass Meridian.
9-inch, in Mahogany, low stand, Brass Meridian.
9-inch, in Stained Wood, low stand, Brass Meridian.
9-inch, in Stained Wood, low stand, Iron Meridian.
6-inch, on Mahogany Pedestal.
3-inch, ditto.

GLOBES—*continued.*
3-inch, in Mahogany boxes.
Patent Portable Globe, with stand.

SLATE OUTLINE GLOBES:—
18-inch.
12-inch.

GLOBE COVERS:—
Brown Holland, for 18-inch high.
Ditto, 18-inch low.
Ditto, 12-inch high.
Ditto, 12-inch low.

PLANISPHERES, to exhibit the state of the Heavens at any time:—
18-inch.
9-inch.

MAPS:—
Johnston's Chart of the World, with enlarged Map of Europe, &c.—72 by 56 inches, mounted.
Arrowsmith's Map of the Ancient World.

MAPS—*continued.*

Outline Maps, corresponding in size with Betts' Educational and Interrogatory Maps, the Physical Features very distinctly marked, and the situations of the principal Towns shown by signs; on roller, varnished—

Eastern Hemisphere.	America.
Western Hemisphere.	Ireland.
Europe.	England.
Asia.	Scotland.
Africa.	

NOTE.—The "Outline" Maps are without names or numbers, and are intended for exercising the pupils' memory.

Projectional Maps—size, 17 by 13¾ inches, printed on good paper—have only the lines of Longitude and Latitude delineated, and furnish an excellent Geographical exercise.

Griffith's Geological Map of Ireland, on roller.

Reynolds's Atlas of Physical Geography, 12 Maps, printed on cards, in portfolio.

Atlas of Astronomy, in portfolio.

Atlas of Natural Philosophy, in portfolio.

Atlas of Geology, ditto.

Atlas of Arts, Science, and Manufactures, in portfolio.

Pictorial Illustrations of Geometrical terms, 2 sheets, on rollers.

Scientific School Tablets—On 3 Sheets:—

No. 1, Specific Gravities.

No. 2, Temperatures.

No. 3, Thermometer—on roller, varnished.

Only issued in sets.

Astronomy, 4 sheets (Darton's), mounted.

Ethnographical Map of the World, mounted on roller.

Geognostic Profiles, 4 sheets, in wrapper.

Ditto, ditto, mounted on roller.

Geological Chart, mounted on roller.

Section of the Earth's Crust, with letter-press description, mounted.

Geological Diagrams, including Section of the Earth's Crust, with descriptions, in wrapper.

Ditto, ditto, mounted on roller.

Botanical Chart, ditto.

Botanical Diagrams, 6 sheets, with descriptions, wrapper.

Ditto, ditto, mounted on roller.

Range of Vegetation, in wrapper.

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DIAGRAMS, printed on cloth, coloured:—

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Nebulæ, 6 diagrams.

Comet of 1853, 1 diagram.

One Million Points, 1 large diagram.

Physiology in relation to Health, 10 diagrams.

Eastern Habitations, 10 diagrams.

Domestic Arrangements of the Orientals, 10 diagrams.

The Telescope, 6 diagrams.

The Microscope, 6 diagrams.

Australia and Australian Life, 10 diagrams.

Progress in Locomotion, 12 diagrams.

Mechanical Powers, 3 diagrams.

Nineveh and Assyria, 20 diagrams.

Ancient Egypt, 14 diagrams.

Geology, 15 diagrams.

DIAGRAMS—*continued.*

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Natural History, 15 diagrams.

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Case of Electrical Apparatus, ditto.

Case of Electro-Magnetic Apparatus suitable for performing experiments.

The Magnet familiarly described.

Ditto, accompanied by a box of Magnetic toys.

Collodion Gas Balloon, with apparatus for inflation.

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The Student's Microscope—compound body, rack adjustment, on tripod stand, plane and concave mirrors, condensing lens, two Huyghenian eye-pieces, and two achromatic eye-pieces, in upright mahogany case, lock and key.

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Ditto, B.

Ditto, C.

THERMOMETERS:—Boxwood Thermometers.

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Upright Barometer.

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Ditto. (Griffin).

Atwood's Machine for Illustrating the Laws of Gravitation, &c.

Working Model of Lift Pump (brass, with glass cylinder).

Sectional Model of Lift Pump.

Working Model of Force Pump (brass, with glass cylinders).

Sectional Model of Steam Engine.

„ Link motion of Steam Engine.

„ Parallel motions of Steam Engine (five kinds).

„ Gas Meter.

„ Threshing Machine.

„ Winnowing Machine.

„ Corn Mill.

The three last-mentioned Models show the progress of preparation of grain from the field to its manufacture into flour.

Sectional Model of Mortising Machine.

Water Wheels (undershot and overshot), Working Model.

Hero's Fountain, Model of.

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Rules and Regulations of Commissioners.
Part V. § I.

MODELS—*continued.*
Mechanical Apparatus, Models, &c.
Drawing Models.
Models of Crystals, in box.
Butter's Trinomial Cube.

EDUCATIONAL CABINETS:—
Edwards' Cabinet of Objects.
Griffin's Specimens of Rocks, 100 specimens.

MATHEMATICAL DRAWING INSTRUMENTS:
Brass Dividers, common, 5-inch.
Patent Brass Dividers, 5-inch.
Ditto, 6-inch.
Ditto, with pen and pencil point.
Drawing Pens, fine hard steel, bone handle
Ditto, small fine.
Ditto, for red ink, electro gilt.
Patent Brass Bow Pen, fine needle-point.
Ditto, Pencil, ditto.
Patent Steel-spring Dividers, ditto.
Ditto, Bow Pen, ditto.
Ditto, Bow Pencil, ditto.

RULERS:—
Flat Rulers, Pear Tree Wood, No. 1, 7¾ inch.
Ditto No. 5, 21 inch.
Round Ebony Rulers, 15-inch.
Architect's Scale, 12-inch.
Boxwood Protractor, 6 inch, narrow.
Ditto, 6 ,, broad.
Brass Protractor, 3½ inch.
Ditto, superior.

T SQUARES, No. 2, 18-inch.
Ditto, No. 5, 37 ,,
Ditto, No. 6, 42 ,,

SET SQUARES:—
45°, 6 inch.
45°, 9 ,,
60°, 8 ,,
60°, 10 ,,
75°, 8 ,,
75°, 12 ,,

BLACK BOARDS:—48 by 36 inches.
36 by 24 ,,

FRAMED BLACK BOARDS:—48 by 36 inches.
36 by 24 ,,
30 by 24 ,,

EASELS:—Shut up Easel, 5 feet 6 inches.
Framed Easel, 6 feet, single leg.
Sponge.

DRAWING BOARDS—CLAMPED:—
19 by 13 inches.
22 by 17 ,,
28 by 19 ,,

ARITHMETIC FRAMES:—Oak, with Black Board.
Ditto, superior, Oak; Sliding-Black Board and Frame.
Hand Frames, 17 by 19 inches.

POINTERS, lancewood, long.
Ditto, ditto, short.

STEEL PENS AND HOLDERS:—
School pens, No. 016.
Ditto, broad, medium, or fine points, No. 09 F, 010 M, 011 B.
Ditto, superior G.
Barrel Pen, O.
Ditto, K.

CROCHET NEEDLES:—Bone.

PINS:—In Sheets.
Mixed.

THIMBLES:—
Steel.

SCISSORS:—
Class Scissors, fine, No. 357.
Buttonhole ditto, No. 115.

PENKNIVES, No. 8943.
Ditto No. 5650.

WORKING MATERIALS:—
Knitting Angola, grey.
Yellow Stripe Canvas, ¾ yard wide.
Brussels Net.
Bobbinet.

BLACK LEAD PENCILS, CHALK, &c.:—
Black Lead Drawing Pencils:—EHB, DEHB, FF, BBB.
Black Lead Drawing Pencils:—BBBBBB.
White Chalk—French.
Ditto (American calcined).
White Conté Crayons.
Red ditto,
Brown ditto.
French Crayons (coloured), in boxes.
Paper Stumps.
Leather ditto.
Drawing Pins.
Porte Crayons, brass (French).

DRAWING PAPER:—
Cartridge Paper.
Medium Drawing Paper.
Ditto, ditto, hand-made.
Royal, ditto.
Imperial, ditto.
Ditto, ditto, rough.
Ditto, ditto, hot pressed.
Oil Sketching Paper, Royal.
Ditto, Imperial.
White Mounting Boards, Half Imperial.
Ditto, Royal.
Ditto, Imperial.

DRAWING MATERIALS:—
Water Colours in boxes, best quarter cakes, lock.
Ditto, half cakes, lock.
Ditto, ,, selected colours, &c., lock.
Best colours in cakes.
Indian Ink.
Chinese White, in bottles.
Camel Hair Brushes, flat, in tin, ½-inch.
Ditto, ditto, ¾-inch.
Ditto, ditto, 1-inch.
Ditto, ditto, 1½-inch.
Ditto, ditto, 2-inch.
Camel Hair Brushes, round, No. 1.
Ditto, ditto, No. 2.
Ditto, ditto, No. 3.
Ditto, ditto, No. 4.
Ditto, ditto, No. 5.
Ditto, ditto, No. 6.
Red Sables, round, No. 1.
Ditto, No. 2.
Ditto, No. 3.
Ditto, No. 4.
Ditto, No. 5.
Ditto, No. 6.
Pencil Sticks, 6-inch.
Ditto, 12-inch.
Ditto, 15-inch.
Earthenware Palettes, 3 inch.
Ditto, 4 ,,
Ditto, 5 ,,
Ditto, 6 ,,
Ditto, 7 ,,
Ditto, 8 ,,
Ditto, 9 ,,

DRAWING MATERIALS—*continued.*

Division Slants, 3 divisions.
Ditto, 4 ditto.
Ditto, 5 ditto.
Ditto, 6 ditto.
Ditto, 8 ditto.
Ditto, 10 ditto.
Ditto, 12 ditto.
Indian Ink Stones, small.
Ditto, middle.
Ditto, large.
New Colour Slab,
5 Well and 5 Slant Slab.

DRAWING COPIES, &c.:—

Odds and Ends of Progressive Drawing Studies, 6 Nos.
Hermes' Progressive Drawing School.
Green's Second Drawing Book of Landscape, 6 parts.

DRAWING COPIES, &c.—*continued.*

Harpur's Easy Course of Landscape Drawings, 6 Nos.
Hulme's Graduated Series of Landscapes, 4 parts.
Walton's Advanced Landscape Drawing Book, 6 parts.
Bright's Advanced Drawing Book, 6 parts.
Syer's Advanced Drawing Book, 6 Nos.
Syer's Marine and River Views, 6 parts.
Barnard's Elementary Studies of Trees, 9 parts.
Willis's Cattle and Rustic Figures, 6 parts.
Architectural Ornaments, by Raentz.
Green's Illustrations of the Five Orders of Architecture, 6 plates.

II.—*Regulations, &c., to be observed by Managers in regard to Grants of Books, &c.* § II.

1. All applications for Books, School Requisites, and Apparatus, at reduced prices, must be addressed to the Secretaries, and be accompanied by a Money Order for the amount, in favour of JAMES KELLY, or WILLIAM M'CREEDY, Esq., and PAYABLE IN DUBLIN ON DEMAND.

2. Half Notes, Cash, Postage Stamps, Orders or Cheques drawn on Country Banks, cannot be received in payment. If remitted, they will be returned at the risk of the sender.

3. When a Post Office Order or Letter of Credit is transmitted, and the amount is under TEN SHILLINGS, the cost of the remittance must be paid by the Person applying for the same; but if the sum exceeds TEN SHILLINGS, the cost of the remittance will be allowed, and Requisites given for the *full amount* PAID.

4. When a National School has had a grant, either as Free Stock or at reduced prices, of a Clock, or of any of the large Maps, another will not be supplied until *three* years shall have elapsed, unless in special cases, the circumstances of which are to be stated, when the grant will be sanctioned, if the reasons assigned be deemed satisfactory.

5. Teachers are not permitted to include, in the applications for Requisites, *Clocks* or *Maps* for their own private use. Managers should, therefore, caution Teachers that such irregularity, if reported, will subject them to a fine, or other serious mark of the Board's displeasure. *Books* for their own use may be purchased by the Teachers at the reduced prices, but then they should be careful to indicate the fact to the Manager, by writing the words "for Teacher" after the name of the book in the List.

6. The Patron or Manager should not sign any Application for Books, Requisites, or Apparatus, without first ascertaining that they are actually wanted for the School on behalf of which the application is made. The Inspectors are required to report to the Commissioners whenever it appears that an undue quantity of Requisites, &c., has been ordered for a National School.

7. When there are separate ROLL NUMBERS for Male and Female National Schools, the application should state for which of them the Books, &c., are required; and if for both, *two* forms should be used.

8. Parcels of Books, &c., when so desired, will be forwarded, carriage free, to the Depôt of the District in which the School for which they are required is situated, and the Inspectors will inform the Managers on what day they will be ready for delivery; or to the Depôt of any other District if more convenient; but in the latter case, the Inspector, who may not know the Managers of any Schools not in his District, cannot be expected to give notice.

9. Or the Parcel will be forwarded to the Railway station nearest to the Manager's residence. In this case the Manager must himself incur the risk of its safe delivery, and the expense of carriage.

10. Parcels are sent free to any place within the civic boundaries of Dublin.

11. When Parcels are forwarded to the Depot of a District it is *not* the duty of the Inspector to transmit the Parcel to the Manager's residence or to the School.

12. On the day appointed by the Inspector for the delivery of parcels, the Manager is required to send a Messenger to the Depôt with the order on the

Appendix E.

Rules and Regulations of Commissioners.

Part V. § II.

Inspector (with which the Manager will be furnished), and which order the Inspector is required to transmit to the Office as a proof of the delivery of the parcel.

13. If a Parcel is to be sent by a Carrier, he must call at the Office in Dublin not sooner than two days after the Manager's directions shall have been received, and must produce the Manager's order to the Storekeeper here, for its delivery, on the form supplied for the purpose.

14. The School Apparatus must, on no account, be taken out of the School for which it has been procured, and must be used solely for School purposes. If it, or any portion of it, should be removed from the School, or any improper use be made of it, the Commissioners will adopt such measures as the nature of the case may demand.

15. The Commissioners do not supply Books, Requisites, or Apparatus to the public, or to Schools not connected with the Board of National Education.

16. The amount of each grant must be inserted in the Daily Report Book of the School, and the Invoice of the Articles preserved for the examination of the Inspector, who will be required to report whether the Articles in the School correspond with the Invoice, and are in a good state of preservation.

Part VI.

Part VI.

General Instructions to Managers and Correspondents.

1. Persons desirous of obtaining assistance from the Commissioners of National Education, will, upon intimating to the Secretaries the nature of the aid required, be furnished with the Forms, upon which their application must be laid before the Commissioners: and all grants of salary will date from the *first of the month nearest to the return of* such Application Forms to the Office.

2. Applicants for assistance are to understand that the Commissioners are not bound to grant the full amount of aid, as set forth in the foregoing Regulations, in every case; nor can they grant any, unless they have sufficient funds for the purpose, which depends upon the amount placed at their disposal by Parliament.

3. The Commissioners desire it to be distinctly understood, that they do not hold themselves bound to grant aid, unless application shall have been made to them in the first instance, on the proper form, and unless the application shall have been favourably and finally decided upon by the Board. Applicants, therefore, should not incur any expense towards the payment of which they expect the Commissioners to contribute, until the decision of the Board shall have been communicated to them.

4. The Managers of National Schools are particularly requested to attend to the following Regulations respecting the payment of Salaries or Gratuities to Teachers, as the Lords of Her Majesty's Treasury and the Commissioners for Auditing the Public Accounts will not, in future, sanction any payments which are not in compliance with these Rules:—

Every Receipt should be signed by the Manager and by the Teacher entitled to receive the amount of Salary or Gratuity therein specified.

Whenever a Manager or other person advances money to a Teacher on account of the Salary payable by the Commissioners of National Education, he should *take a Receipt* for the same (Stamped, if the amount be £2 or upwards), in order to have a proper Voucher to produce to the Office for repayment.

If a Teacher die to whom any Salary or Gratuity is due by the Commissioners at the time of his or her death which, with any other property he or she may have been possessed of, would amount to £20 or above, it will be paid only to the representatives or next of kin, on the exhibition, at the Office, of Letters of Administration.

If the amount be over £5, and under £20, payment will be made without the production of Letters of Administration, to the alleged next of kin, on satisfactory proof that the just debts of the deceased have been paid, and on the party claiming payment giving a Bond, on the Form issued from the Office, to free the Commissioners from any claim on the part of other next of kin or of creditors: if the amount be £5, or under, neither Letters of Administration nor Bond will be required, provided the debts are certified to have been paid.

If a Teacher leave a National School, and authorize the Manager or some other person to receive the Salary due from the Board, such authority must be given in writing, or the amount will not be paid.

5. All communications in reference to National Schools should be signed and made by the Patron or Manager. The Commissioners do not correspond with Teachers of National Schools.

6. No attention can be paid to "anonymous" communications.

7. Correspondents are requested to attend to the following directions, viz.:—

To write at the head of any letter addressed to the Office, the Name and Roll Number of the School referred to, and the County in which it is situated.

To make communications on different subjects in separate letters.

To state in every case the writer's Post Town; and, in the case of persons whose names are not recorded as Patrons or Managers of Schools, to give the name and style of address in full.

In replying to an Official letter, to quote its number and date.

It is particularly requested that all letters may be written clearly, and on paper of Foolscap size, or, at least, large-sized letter-paper.

Letters or other communications addressed to the Secretaries, on the business of the Board, need not be prepaid.

8. All letters, or other communications, in any manner relating to the business of the Board, or to the National Schools, are to be addressed to the Secretaries, and not to any other Officer or person connected with the Board—such communications to be directed thus:—

> *The Secretaries,*
>
> *Education Office,*
>
> *Marlborough Street,*
>
> *Dublin.*

By order of the Commissioners of National Education,

JAMES KELLY,
WILLIAM M^cCREEDY, } *Secretaries.*

Education Office,

21*st November*, 1863.

DUBLIN: Printed by ALEXANDER THOM, 87 & 88, Abbey-street,
For Her Majesty's Stationery Office.

THE

THIRTIETH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1863.)

WITH APPENDICES.

VOL. II.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.

1864.

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* The Inspectors are expected to make three inspections of their schools during the year, but of only *one* of these are they required to give in their Reports *full tabulated details* of the results of their examination of the pupils; and it is from this one only that the particulars for this Table, No. 7, are taken, and which, therefore, exhibits neither the *total* results of the entire annual inspection, nor the actual proficiency of *all* the pupils enrolled during the year, but only the results of *one* round of inspection, and the proficiency only of the pupils *then* found present and examined. But, on the well-known principle of averages, such proficiency may be taken as a fair index of the educational *status* of the pupils, as a whole; the more especially, as no means are taken to secure a favourable selection.

TABLE No. 1.—Classification of 5,978 National Schools in Fifty-nine School Districts, in regard to Heads indicated in the following Table.

Number of District.	Number of Schools returned.	Building, Repairs, &c.				Furniture and Apparatus.				Premises, Playgrounds.				Out-Offices.			
		Good	Fair.	Mid.	Bad.	Good	Fair.	Mid.	Bad.	Good	Fair.	Mid.	Bad or none.	Good	Fair.	Mid.	Bad or none
1,	94	46	31	16	1	42	30	20	2	25	9	1	59	25	3	1	65
2,	93	40	32	10	11	32	28	20	13	22	15	17	39	24	13	20	36
3,	97	44	34	14	5	39	40	13	5	30	30	15	22	33	32	7	25
4,	117	54	41	18	4	33	57	23	4	43	24	21	29	33	17	11	56
5,	114	80	18	14	2	60	39	15	.	6	12	24	72	19	11	20	64
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	41	57	24	11	40	57	25	11	38	59	25	11	32	48	4	49
8,	134	99	35	.	.	91	28	15	.	80	14	30	10	84	12	22	16
9,	103	51	38	13	1	46	40	16	1	45	42	6	10	45	41	7	10
10,	107	75	24	7	1	73	26	8	.	27	25	20	35	40	31	14	22
11,	99	39	37	12	11	37	37	13	12	17	15	.	67	21	18	1	59
12,	124	49	44	25	6	55	40	21	8	22	16	13	73	25	6	2	91
13,	96	27	38	20	11	28	42	13	13	7	11	13	65	4	16	12	64
14,	101	29	44	3	25	35	37	20	9	12	16	4	69	15	17	1	68
15,	123	23	44	39	17	14	43	50	16	10	27	20	66	12	20	16	75
16,	144	86	42	11	5	70	57	12	5	62	49	15	18	53	41	14	36
17,	114	50	53	10	1	64	46	3	1	57	30	4	23	57	20	6	31
18,	110	52	28	16	14	53	26	20	11	15	7	5	83	17	12	6	75
19,	98	22	26	47	3	25	28	40	5	10	18	33	37	7	19	41	31
20,	95	32	17	23	23	8	33	15	39	7	4	2	82	6	3	2	84
21,	111	28	59	18	6	8	70	24	9	19	23	23	46	27	8	5	71
22,	121	15	52	34	20	17	54	48	2	5	33	27	56	14	20	5	82
23,	135	50	41	25	19	36	50	34	15	28	30	28	49	17	14	16	88
24,	120	53	40	23	4	40	46	28	6	32	35	23	30	31	21	12	56
25,	108	70	30	8	.	68	32	4	4	32	39	10	27	38	34	5	31
26,	75	38	15	16	6	26	27	12	10	5	9	18	43	16	19	5	35
27,	111	25	29	40	17	16	35	42	18	18	19	37	37	15	17	16	63
28,	123	47	25	39	12	46	36	34	7	38	23	5	57	23	16	5	79
29,	95	74	16	5	.	46	38	11	.	49	31	15	.	55	17	13	10
30,	68	29	17	16	6	25	24	10	9	11	19	12	26	14	24	17	13
31,	114	34	59	19	2	37	65	11	1	18	9	.	87	14	7	3	90
32,	86	44	4	33	5	42	4	35	5	41	.	15	30	40	.	.	46
33,	107	65	33	7	2	48	46	13	.	33	34	21	19	46	27	9	25
34,	68	33	13	14	8	12	26	18	12	13	16	9	30	12	16	6	34
35,	88	47	19	21	1	44	26	14	4	44	17	20	7	32	11	4	41
36,	92	42	30	15	5	32	36	17	7	34	11	16	31	27	10	10	45
37,	98	35	45	14	4	36	36	17	9	22	32	27	17	20	29	8	41
38,	74	45	14	10	5	45	19	6	4	37	20	5	12	35	22	10	7
39,	79	38	29	7	5	45	27	7	.	10	11	20	38	19	25	9	26
40,	92	24	29	25	14	29	28	23	12	15	10	23	44	18	15	15	44
41,	88	33	28	23	4	33	27	19	9	30	12	10	36	29	14	12	33
42,	83	54	13	10	6	65	5	11	2	40	10	7	26	40	12	8	23
43,	113	87	16	10	.	83	25	4	1	36	13	2	62	47	6	4	56
44,	86	80	.	4	2	73	4	9	.	51	.	11	24	28	11	23	24
45,	107	35	45	26	1	25	54	26	2	22	32	24	29	13	25	16	53
46,	107	51	48	8	.	37	60	10	.	25	42	27	13	15	25	7	60
47,	91	56	3	31	1	41	22	27	1	13	6	.	72	45	6	.	40
48,	90	49	29	12	.	48	32	10	.	45	21	10	14	39	12	10	29
49,	95	51	31	8	5	49	29	13	4	30	21	5	39	28	22	9	36
50,	95	30	49	14	2	27	49	16	3	12	24	37	22	21	18	14	42
51,	91	54	20	13	4	50	22	17	2	31	19	12	29	27	22	14	28
52,	105	68	19	11	7	55	28	16	6	47	22	13	23	51	9	5	40
53,	82	64	13	5	.	57	21	4	.	51	12	1	18	38	6	5	33
54,	93	47	18	14	14	46	18	17	12	37	20	16	20	25	9	4	55
55,	97	25	28	34	10	32	23	30	12	10	35	28	24	17	18	19	43
56,	100	50	19	15	16	37	45	9	9	6	40	16	38	43	20	5	32
57,	97	56	14	19	8	59	12	20	6	57	11	15	14	54	13	7	23
58,	91	20	27	31	13	15	37	34	5	19	11	32	29	25	8	3	55
59,	92	28	40	14	10	37	30	10	15	14	16	4	58	23	18	7	44
60,	114	82	22	8	2	85	24	3	2	48	43	4	19	44	27	5	38
Total,	5,978	2,795	1,764	1,021	398	2,497	2,026	1,075	380	1,663	1,254	896	2,165	1,717	1,033	557	2,671
Per cent.	–	46·7	29·5	17·1	6·7	41·8	33·9	18·	6·3	27·8	21·	15·	36·2	28·7	17·3	9·3	44·7

* No Returns.

TABLE No. 2.—Classification of 5,825 National Schools in Fifty-nine School Districts, as to amount of Accommodation (allowing *eight* square feet to each Pupil).

Number of District.	Number of Schools returned.	Numbers respectively capable of accommodating					No. of District.
		Not more than 50 pupils.	50 but under 75 pupils.	75 but under 100 pupils.	100 but under 150 pupils.	Above 150 pupils.	
1,	94	49	30	7	8	.	1
2,	89	20	29	26	10	4	2
3,	97	31	40	20	6	.	3
4,	113	44	54	13	1	1	4
5,	112	55	43	10	2	2	5
6,*	.	.	.	.	.	.	*6
7,	113	56	63	10	4	.	7
8,	134	28	40	30	24	12	8
9,	89	21	34	22	8	4	9
10,	107	18	46	26	14	3	10
11,	96	46	27	22	1	.	11
12,	124	75	27	10	9	3	12
13,	96	58	22	15	.	1	13
14,	101	54	32	11	3	1	14
15,	123	43	61	18	1	.	15
16,	144	37	58	32	10	7	16
17,	114	27	57	20	8	2	17
18,	103	49	36	15	3	.	18
19,	98	22	37	27	9	3	19
20,	91	54	26	6	4	1	20
21,	108	40	47	19	2	.	21
22,	121	49	63	6	1	2	22
23,	132	60	46	22	3	1	23
24,	120	43	48	20	6	3	24
25,	108	23	44	15	10	16	25
26,	75	15	18	38	3	1	26
27,	89	13	35	22	11	8	27
28,	123	48	46	21	4	4	28
29,	98	38	41	16	2	1	29
30,	68	8	23	18	11	8	30
31,	113	76	31	6	.	.	31
32,	86	34	26	20	4	2	32
33,	107	35	38	19	12	3	33
34,	63	17	20	20	6	.	34
35,	86	14	18	34	6	14	35
36,	80	14	36	24	4	2	36
37,	98	20	40	15	17	6	37
38,	74	6	15	10	18	25	38
39,	79	19	19	28	7	6	39
40,	92	30	31	12	8	11	40
41,	88	29	31	20	3	5	41
42,	83	22	29	18	9	5	42
43,	108	25	45	35	2	1	43
44,	82	7	32	20	16	7	44
45,	101	21	41	24	9	6	45
46,	107	21	48	24	5	9	46
47,	84	17	33	17	10	7	47
48,	84	6	40	30	7	1	48
49,	95	17	45	18	7	8	49
50,	83	23	43	13	4	.	50
51,	91	23	41	14	2	11	51
52,	105	22	42	33	6	2	52
53,	82	13	40	19	4	6	53
54,	93	16	28	28	14	7	54
55,	97	28	32	28	4	5	55
56,	93	20	29	33	8	3	56
57,	87	15	39	29	4	.	57
58,	87	42	27	13	4	1	58
59,	89	30	26	21	6	6	59
60,	103	16	34	23	18	17	60
Total,	5,825	1,802	2,172	1,185	402	264	
Per cent.,	.	30·9	37·3	20·4	6·9	4·5	

* No returns.

TABLE No. 3.—Showing the Ages of the Pupils on the Rolls of 5,826 National

Number of District.	Number of Schools returned.	Under 5 years.		5 years and under 6.		6 years and under 7.		7 years and under 8.		8 years and under 9.		9 years and under 10.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1, .	86	233	182	254	226	410	271	411	328	421	335	432	337
2, .	87	222	236	355	353	458	429	520	494	486	490	481	478
3, .	99	214	222	308	307	423	356	427	403	450	407	434	402
4, .	111	344	353	429	433	558	505	613	442	634	504	557	445
5, .	112	298	364	421	428	486	475	519	491	572	418	538	412
6,* .	.	.	.	.	.	.	.	.	.	.	.	.	.
7, .	133	260	306	365	369	503	514	589	497	616	555	636	439
8, .	134	755	891	877	884	1,029	933	984	1,057	1,016	997	978	890
9, .	101	621	684	687	617	852	722	931	657	922	609	862	653
10, .	111	420	442	655	522	667	627	650	578	725	594	650	579
11, .	99	227	199	279	290	425	373	416	394	428	379	443	339
12, .	123	208	278	439	452	544	603	641	642	660	619	615	623
13, .	93	210	231	275	280	360	375	408	369	412	365	381	363
14, .	99	221	260	338	349	406	427	404	409	398	431	425	392
15, .	122	258	238	403	403	585	489	671	532	600	533	596	469
16, .	144	429	560	724	653	827	749	876	757	851	763	799	716
17, .	117	404	359	467	455	623	491	674	530	651	531	625	546
18, .	109	250	221	424	331	534	430	620	418	636	476	552	517
19, .	98	255	409	325	339	447	505	566	549	588	544	552	506
20, .	90	268	270	343	302	404	341	421	375	471	364	453	364
21, .	108	194	302	444	440	658	564	842	694	868	776	866	771
22, .	119	246	292	479	502	597	638	679	689	675	734	721	609
23, .	135	228	276	436	380	529	509	590	526	598	507	615	558
24, .	118	183	236	401	335	514	467	522	522	559	540	518	494
25, .	102	273	643	447	546	512	590	557	605	587	594	625	588
26, .	72	109	84	237	209	327	301	440	343	464	278	448	319
27, .	111	174	471	350	517	517	660	663	767	705	663	665	698
28, .	122	231	271	390	410	582	576	641	633	670	652	597	623
29, .	104	283	264	341	318	375	383	427	372	451	395	477	395
30, .	68	434	460	390	331	475	395	440	369	489	365	490	331
31, .	110	176	202	331	296	482	450	486	467	553	487	515	476
32, .	82	94	180	259	282	417	442	491	481	574	511	543	461
33, .	102	149	309	283	388	360	481	407	427	477	402	456	468
34, .	68	77	570	203	435	297	449	337	446	408	443	369	478
35, .	85	214	281	312	342	412	427	456	460	516	438	476	484
36, .	87	156	510	224	379	267	424	388	451	408	455	401	410
37, .	96	131	269	251	298	403	353	420	420	474	459	504	497
38, .	73	756	1,164	869	953	951	949	832	1,019	762	1,002	629	846
39, .	78	134	228	255	266	343	392	377	362	438	431	423	399
40, .	94	268	395	318	334	416	438	559	512	566	588	598	571
41, .	82	224	398	306	364	311	423	337	516	445	452	436	479
42, .	80	186	304	237	230	319	361	438	453	443	397	444	392
43, .	108	148	173	279	306	456	459	522	479	570	530	540	548
44, .	78	109	180	205	254	319	335	362	388	390	390	425	429
45, .	102	125	326	308	359	489	521	601	640	661	716	681	722
46, .	103	178	201	345	442	579	564	624	637	663	579	662	575
47, .	87	159	310	257	329	392	420	413	393	431	423	468	396
48, .	87	257	397	394	438	450	633	470	518	448	515	477	499
49, .	92	134	252	253	345	336	369	416	410	479	433	424	426
50, .	78	144	87	185	120	267	207	359	279	408	312	413	389
51, .	90	202	657	240	505	379	669	450	667	480	719	455	749
52, .	101	191	417	387	503	556	552	580	649	580	655	627	626
53, .	82	84	221	177	328	302	382	392	394	384	386	345	395
54, .	91	167	486	347	473	498	593	571	612	575	641	544	616
55, .	94	79	257	311	247	427	624	462	490	497	471	553	551
56, .	84	237	191	311	276	463	375	464	352	475	393	515	396
57, .	92	188	444	304	348	476	523	571	517	593	528	572	530
58, .	91	108	182	251	216	347	380	427	373	472	400	482	400
59, .	96	159	296	304	383	448	531	498	599	556	569	599	594
60, .	106	438	760	596	730	734	781	861	866	925	909	839	920
Total, .	5,826	14,124	20,651	21,585	23,150	28,523	29,205	31,793	30,709	33,254	21,052	32,446	30,578
Per cent.		6·0		7·7		9·9		10·8		11·1		10·9	

* No returns.

Schools in Fifty-nine School Districts, during quarter ended 31st December, 1863.

10 years and under 11.		11 years and under 12.		12 years and under 13.		13 years and under 14.		14 years and under 15.		15 years and above 15.		Total.	Average Ages.		Number of District.
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		M.	F.	
471	327	344	240	351	255	230	184	227	130	366	189	7,154	10·	9·6	1
480	398	389	325	393	264	269	176	206	123	308	141	8,474	9·2	8·6	2
349	334	297	296	323	243	231	151	175	129	249	130	7,260	9·1	8·7	3
525	441	402	305	394	267	299	184	208	127	351	156	9,476	9·6	9·4	4
500	368	404	308	346	252	273	174	197	102	255	116	8,717	9·2	8·7	5
·	·	·	·	·	·	·	·	·	·	·	·	·	·	·	*6
595	484	502	329	458	323	334	195	305	153	485	144	9,956	10·	9·	7
844	764	667	537	407	343	242	177	142	93	54	47	15,608	8·5	8·5	8
685	572	686	418	528	343	369	204	227	124	255	146	13,374	8·8	8·5	9
600	488	587	455	470	357	347	203	251	134	233	100	11,334	9·2	8·7	10
411	294	381	246	384	255	270	209	270	143	473	213	7,741	9 3	8·6	11
632	575	546	534	518	473	387	346	345	242	502	256	11,680	10·	9·5	12
378	325	352	235	335	224	255	164	195	107	340	116	7,055	9·5	9·7	13
384	368	352	269	332	259	246	166	191	96	333	139	7,675	9·3	8·6	14
609	449	452	373	493	285	346	216	234	133	347	113	9,832	9·5	9·	15
790	591	582	476	493	424	375	272	264	153	293	209	13,627	9·2	8·8	16
609	453	480	408	413	295	329	192	236	139	221	139	10,270	9·3	9·	17
537	450	484	333	443	303	371	175	316	150	409	159	9,539	9·	8·5	18
534	558	470	485	436	414	359	278	291	245	398	313	10,366	9·5	9·	19
395	281	354	252	334	233	265	159	217	115	279	113	7,373	9·1	8·4	20
836	767	639	627	630	524	462	429	367	290	564	277	13,831	9·5	9·2	21
753	634	636	563	635	484	475	343	302	257	382	275	12,600	9·8	9·6	22
568	590	499	413	442	360	383	293	319	209	446	293	10,567	9·7	9·2	23
588	532	529	478	492	381	417	314	363	252	544	276	10,457	10·3	9·5	24
571	603	507	496	425	443	305	319	243	183	228	146	11,030	9·	8·4	25
437	311	356	257	314	226	227	181	164	119	267	131	6,549	9·5	9·1	26
666	683	542	549	494	473	415	325	263	284	312	276	12,132	9·4	8·9	27
592	601	572	537	558	510	429	344	323	238	443	224	11,647	9·5	9·	28
417	424	370	373	334	357	255	295	197	171	208	206	8,088	7·8	8·8	29
452	307	358	294	283	231	152	141	76	87	44	52	7,446	8·6	8·6	30
506	469	425	422	435	425	340	322	285	218	408	262	9,438	9·6	9·4	31
538	483	472	336	456	337	334	239	263	152	285	132	8,762	10·1	9·6	32
490	494	415	403	329	329	252	284	191	179	160	190	8,323	8·9	9·3	33
416	451	396	399	336	324	281	228	190	198	189	176	8,096	9·7	8·5	34
494	428	388	363	409	325	306	197	239	159	223	120	8,469	9·9	8·8	35
429	484	389	450	354	389	242	283	174	209	183	194	8,253	9·9	9·3	36
477	464	449	411	380	381	300	277	210	192	140	150	8,310	9·8	9·9	37
600	964	511	689	320	518	120	353	101	346	61	239	15,554	7·7	13·9	38
431	444	408	330	382	353	353	280	238	185	274	208	7,934	10·	10·	39
520	594	442	588	380	561	249	382	196	216	124	194	10,009	9·5	9·6	40
452	523	352	437	319	388	287	337	199	217	216	216	8,634	9·9	9·9	41
384	376	356	306	338	276	274	233	205	173	308	129	7,562	9·4	8·8	42
475	497	447	430	458	416	385	339	284	230	331	230	9,532	9·8	9·5	43
396	344	365	299	321	261	312	225	215	146	193	160	7,023	9·5	9·	44
657	672	529	576	506	485	386	420	349	265	523	360	11,877	10·3	9·8	45
671	561	534	546	537	403	510	380	448	276	587	322	11,829	9·8	9·4	46
521	414	460	403	470	393	396	293	273	244	333	342	8,933	9·7	9·3	47
462	450	497	429	373	441	310	257	212	315	227	255	9,724	10·	9·5	48
452	452	420	341	421	334	318	292	258	226	275	181	8,247	9·9	9·1	49
433	328	381	299	384	278	303	212	209	133	247	117	6,494	9·5	9·7	50
469	740	409	587	329	632	305	473	245	372	296	351	11,380	10·1	9·9	51
590	666	541	519	469	508	403	433	375	339	529	365	12,060	10·2	9·4	52
371	396	319	344	343	303	279	262	243	186	248	163	7,237	10·4	9·6	53
527	604	464	514	443	427	345	332	264	257	460	337	11,097	9·9	9·6	54
626	499	399	465	486	441	424	430	487	301	361	203	10,091	10·	9·6	55
515	407	451	371	425	330	392	262	267	164	322	209	8,563	9·6	9·2	56
548	555	506	516	500	455	372	350	325	308	514	366	10,909	10·	9·2	57
420	414	408	378	400	345	293	270	228	168	287	197	7,846	10·6	10·3	58
610	569	521	493	494	464	351	304	227	294	293	272	10,428	10·4	10·1	59
884	874	770	834	674	741	500	591	322	410	289	390	16,638	9·	8·9	60
31,572	29,588	27,164	24,889	24,929	22,069	19,239	16,349	14,836	11,811	18,475	12,119	580,110	–	–	
10·5		9·0		8·1		6·1		4·6		5·3					

* No returns.

TABLE No. 4.—Classification of 5,760 National Schools in Fifty-nine School Districts, as to the nature of the Average Daily Attendance commanded by them.

Number of District.	Number of Schools returned.	Number of Schools respectively in which the average daily attendance of pupils is						Average as per School of those under 30.	Average as per School for entire District.	Average attendance in Ordinary National Schools.*	Proportion per cent. of average attendance to average number on rolls throughout the year.	
		Under 30.	30 but under 40.	40 but under 50.	50 but under 70.	70 but under 100.	100 and above.				In *all* Schools.	In the Ordinary National Schools.
1,	86	37	31	12	6	.	.	23·	32·	32·6	49·	48·3
2,	82	25	28	14	11	2	2	24·3	42·8	38·2	53·9	51·4
3,	91	30	39	20	2	.	.	25·	35·8	33·6	57·	55·
4,	113	39	38	20	14	1	1	25·	38·	36·6	53·5	50·7
5,	112	35	42	22	11	2	.	26·4	38·6	37·5	57·6	56·6
6,†	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	59	47	18	6	3	.	24·2	32·4	.	51·	51·
8,	134	10	29	21	30	31	13	26·5	70·	69·	64·	64·
9,	89	12	20	8	21	18	10	25·	71·4	59·1	62·4	56·6
10,	107	17	26	15	29	16	4	24·	53·4	51·8	61·6	60·4
11,	96	44	29	9	13	1	.	25·4	33·5	33·4	53·6	53·3
12,	123	36	38	26	19	3	1	25·8	40·2	37·7	50·6	48·9
13,	94	57	25	6	4	1	1	23·8	31·3	29·7	49·4	48·6
14,	101	41	42	11	4	2	1	23·4	34·3	32·	53·	51·
15,	122	56	43	12	8	3	.	23·6	32·8	32·5	47·4	47·3
16,	144	32	43	27	30	8	4	26·	43·6	42·9	53·4	53·
17,	114	28	43	19	19	5	.	23·5	39·1	38·5	52·3	52·9
18,	103	45	27	20	11	.	.	24·	36·	34·2	49·7	46·3
19,	98	15	24	25	28	4	2	24·4	43·	42·4	54·7	53·3
20,	90	47	22	14	6	.	1	21·2	35·3	31·9	46·2	46·2
21,	103	8	27	24	18	11	15	26·5	51·4	50·1	47·7	47·4
22,	119	12	41	27	27	12	.	27·5	46·5	45·9	49·5	49·
23,	132	79	28	15	9	1	.	24·	33·	31·5	48·	47·5
24,	118	46	35	20	16	1	.	23·6	35·8	35·1	45·3	44·
25,	103	15	37	20	18	6	7	24·4	53·3	44·2	58·5	58·1
26,	72	28	17	13	8	5	1	24·2	38·	38·4	49·7	49·
27,	111	15	32	29	26	6	3	26·4	47·7	43·7	49·4	48·3
28,	122	31	48	17	20	4	2	25·	41·	39·	50·8	50·7
29,	95	36	41	8	8	2	.	25·	40·8	36·	57·9	56·8
30,	68	9	12	20	9	11	7	26·5	80·	56·4	63·9	58·
31,	114	36	44	21	10	3	.	24·4	36·3	36·	47·1	46·8
32,	82	11	20	23	23	3	2	25·6	48·	44·2	51·4	50·9
33,	103	40	31	19	9	2	2	28·6	39·9	36·1	53·2	54·6
34,	56	11	26	9	8	1	1	21·2	61·3	40·4	62·7	58·
35,	88	22	38	9	13	4	2	25·	44·6	38·9	51·5	48·4
36,	89	25	28	20	9	2	5	24·8	46·8	36·4	55·5	50·3
37,	98	30	30	16	12	6	4	21·7	42·7	38·1	54·4	53·2
38,	74	7	7	7	10	16	27	24·	100·	86·	56·1	54·4
39,	79	19	32	9	10	4	5	25·	45·6	41·3	50·3	48·8
40,	92	20	28	13	16	7	8	24·5	53·	40·5	54·	52·
41,	82	21	22	19	8	6	6	24·4	48·6	39·4	51·4	51·3
42,	80	10	28	14	23	4	1	26·1	47·2	44·6	55·3	53·5
43,	113	25	32	24	26	4	2	25·1	44·	41·6	54·1	52·9
44,	83	10	29	17	16	8	3	24·1	52·6	44·8	54·5	52·9
45,	98	11	32	23	16	14	2	22·3	51·2	47·3	52·5	52·1
46,	107	6	18	19	32	26	6	26·	60·	56·	57·	56·
47,	87	16	22	19	19	5	6	25·7	50·7	43·5	56·2	52·8
48,	82	5	19	20	28	7	3	25·4	54·5	46·6	55·2	52·4
49,	92	13	33	21	13	10	2	25·4	46·	44·2	58·7	55·
50,	82	30	24	18	8	1	1	22·	48·	36·2	54·5	51·8
51,	91	9	26	23	17	10	6	27·	63·	44·	46·	54·
52,	102	5	14	18	30	28	7	24·	65·	61·	60·4	61·
53,	82	15	24	19	15	5	4	24·9	48·7	41·7	61·9	58·6
54,	92	14	29	13	21	8	7	24·1	69·7	47·4	57·2	53·8
55,	89	13	12	22	25	12	5	26·	56·5	54·8	61·	60·
56,	77	11	16	20	20	9	1	25·	59·5	50·7	57·1	55·4
57,	82	13	23	14	21	9	2	24·7	61·7	48·6	59·8	58·1
58,	91	27	29	20	11	3	1	24·	38·9	37·9	54·	55·
59,	89	7	29	25	20	5	3	27·	55·7	46·2	57·1	54·3
60,	109	2	26	24	20	22	15	18·	84·1	60·	59·9	60·7
Total,	5,760	1,428	1,725	1,050	940	403	214	.	.	.	.	.
Per centage,	.	24·8	30·	18·2	16·3	7·	3·7	.	.	.	.	.

* Excluding Model Schools, Convent Schools, and Poor Law Union Schools. † No returns.

TABLE No. 5.—Exhibiting State of Attendance for year ended 31st December, 1863, in 5,817 Schools. Prison Schools and Evening Schools excluded.

No. of District.	No. of Schools.	Total No. of *Individual Pupils* appearing on Rolls for the year ended 31st December, 1863.		Total No. of *Individual Pupils* STRUCK OFF Rolls during the year ended 31st December, 1863.		Total No. of *Individual Pupils* ADMITTED to the Schools in the year ended 31st December, 1863.	
		M.	F.	M.	F.	M.	F.
1, . .	86	5,407	3,998	1,719	1,395	2,528	1,855
2, . .	87	6,432	5,323	2,613	2,238	2,986	2,461
3, . .	99	5,250	4,545	2,046	1,719	2,190	1,807
4, . .	111	7,424	5,880	3,013	2,628	3,430	2,813
5, . .	112	6,580	5,302	2,541	2,136	2,841	2,329
6,* . .	.	.	.	.	.	.	.
7, . .	133	7,493	5,792	2,565	2,229	3,136	2,607
8, . .	134	12,259	11,639	5,545	5,886	6,085	5,650
9, . .	101	11,344	6,686	5,224	2,093	5,412	2,209
10, . .	111	8,661	7,016	3,562	3,006	3,706	3,240
11, . .	99	5,558	4,291	1,677	1,342	2,251	1,756
12, . .	123	7,897	7,319	2,780	2,646	3,402	3,103
13, . .	93	5,402	4,190	2,303	1,593	2,466	1,795
14, . .	99	5,143	4,622	1,536	1,590	1,988	1,893
15, . .	122	7,930	5,817	3,204	2,396	3,422	2,605
16, . .	144	10,025	8,662	4,274	3,618	4,569	3,956
17, . .	115	7,485	5,852	3,325	2,673	3,291	2,621
18, . .	110	7,430	5,524	3,109	2,590	3,444	2,732
19, . .	98	5,227	5,319	1,043	957	1,011	839
20, . .	90	5,754	4,400	2,346	1,811	2,590	1,972
21, . .	101	9,851	8,397	4,276	3,511	5,275	4,138
22, . .	119	8,533	7,953	3,144	3,014	3,397	3,370
23, . .	135	7,209	6,095	3,112	2,848	3,166	2,660
24, . .	118	7,578	6,647	3,241	2,996	3,195	2,899
25, . .	102	7,063	7,443	2,825	2,814	2,872	2,893
26, . .	63	4,601	3,371	1,663	1,378	2,016	1,559
27, . .	111	7,986	8,729	3,260	3,448	3,775	3,839
28, . .	122	7,796	7,069	2,904	2,527	3,238	2,893
29, . .	104	5,275	4,998	1,822	1,626	1,928	1,786
30, . .	68	6,130	4,834	2,867	2,072	2,904	1,924
31, . .	110	6,389	4,552	1,930	561	2,118	709
32, . .	87	7,115	5,898	2,305	2,250	3,087	2,827
33, . .	102	4,899	6,086	1,521	2,125	1,636	2,482
34, . .	68	5,009	6,115	2,047	2,361	2,333	2,766
35, . .	85	5,997	5,306	2,132	1,928	2,548	2,126
36, . .	87	5,088	6,196	1,998	2,387	2,098	2,752
37, . .	96	5,562	5,495	2,038	1,915	2,109	1,898
38, . .	73	10,704	12,379	5,523	5,797	5,553	5,196
39, . .	78	5,000	4,795	1,739	1,608	1,809	1,572
40, . .	92	6,192	7,079	2,414	2,594	2,505	2,717
41, . .	82	4,412	5,836	917	1,762	1,234	2,279
42, . .	80	5,042	4,497	1,774	1,482	1,988	1,668
43, . .	108	6,420	6,156	2,417	2,309	2,435	2,341
44, . .	78	4,763	4,247	1,699	1,377	1,671	1,463
45, . .	102	7,501	7,583	2,732	2,875	3,256	3,449
46, . .	103	8,323	6,956	3,122	2,486	3,416	2,749
47, . .	87	6,109	5,488	2,589	2,086	2,379	2,031
48, . .	87	5,917	5,994	2,321	1,757	2,260	2,024
49, . .	91	5,512	5,265	2,040	1,993	2,044	2,075
50, . .	83	4,618	5,633	1,759	2,204	1,909	2,347
51, . .	90	5,661	9,173	2,131	3,252	2,177	3,173
52, . .	102	7,436	7,957	1,998	2,250	2,458	2,748
53, . .	82	4,635	4,817	2,032	1,720	2,015	1,848
54, . .	91	6,662	7,602	2,456	2,853	2,760	3,194
55, . .	94	6,750	6,153	2,743	2,337	2,931	2,475
56, . .	84	6,026	4,887	2,309	1,917	2,699	2,192
57, . .	92	7,008	6,866	2,768	2,494	2,741	2,683
58, . .	91	5,249	4,669	1,913	1,697	2,046	1,971
59, . .	96	4,380	4,924	466	590	565	662
60, . .	106	10,545	11,050	4,316	4,511	4,646	3,741
Total, .	5,817	395,647	367,367	151,688	138,258	165,940	148,362

* No returns.

TABLE No. 6.—Exhibiting the Classification of the Pupils on the

Number of District.	Number of Schools returned.	Number on Rolls at opening of year as transferred from Old Rolls.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	86	1,298	952	672	511	431	376	315	228	127	72	36	4
2,	87	1,315	1,238	1,046	860	567	455	363	233	135	76	20	.
3,	99	1,249	1,160	974	842	431	392	361	248	121	73	24	23
4,	111	1,446	1,160	1,069	879	661	525	560	358	252	145	6	.
5,	112	1,138	1,075	946	773	732	535	583	411	314	177	26	2
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	1,467	1,293	1,217	919	718	514	590	328	348	129	17	2
8,	134	2,407	2,584	1,603	1,519	1,036	916	663	628	389	322	74	20
9,	101	2,072	1,798	1,685	1,208	1,030	769	728	502	353	166	64	34
10,	111	1,737	1,548	1,276	1,005	886	591	726	462	312	166	18	4
11,	99	1,194	1,054	942	756	540	412	423	233	183	78	25	2
12,	123	1,542	1,485	1,241	1,179	781	820	580	483	323	243	28	6
13,	93	1,003	844	826	663	557	456	483	312	249	109	18	11
14,	99	1,072	983	900	801	474	455	431	363	242	118	36	9
15,	122	1,699	1,307	1,234	914	655	547	633	359	287	85	.	.
16,	144	1,904	1,915	1,418	1,271	962	804	740	490	394	211	38	15
17,	114	1,365	1,138	1,194	959	482	593	592	443	317	146	4	11
18,	110	1,222	962	1,090	848	745	513	599	347	300	120	30	2
19,	98	1,345	1,742	1,235	1,159	714	706	675	690	235	158	12	25
20,	90	1,395	1,205	780	619	414	284	411	273	150	47	14	.
21,	101	2,099	2,074	1,261	1,168	588	573	440	327	183	117	5	.
22,	119	1,827	1,693	1,417	1,226	868	830	619	570	388	260	17	4
23,	135	1,243	1,083	1,062	960	878	752	563	439	296	201	1	.
24,	118	1,324	1,298	1,292	1,162	728	618	667	461	341	207	31	2
25,	102	1,444	1,829	1,163	1,148	720	769	536	511	320	278	8	15
26,	63	986	785	720	475	377	304	355	198	147	50	.	.
27,	111	1,628	2,293	1,168	1,269	657	707	489	437	269	183	.	1
28,	122	1,793	1,767	1,164	1,174	623	547	607	411	323	264	43	13
29,	104	1,049	931	866	837	590	656	450	459	345	288	47	41
30,	68	1,562	1,306	854	751	416	455	275	258	119	138	.	2
31,	110	1,485	1,312	1,279	1,254	728	652	568	470	206	150	7	5
32,	87	1,500	1,484	1,214	847	649	413	493	267	169	60	3	.
33,	102	964	1,159	1,045	1,078	601	667	450	480	199	207	4	13
34,	68	935	1,534	794	888	448	465	305	291	179	156	15	15
35,	85	1,394	1,402	1,115	1,013	430	432	348	224	162	109	.	.
36,	87	1,098	1,391	932	1,016	500	554	327	344	129	122	4	17
37,	96	1,084	1,157	1,046	945	627	696	417	442	265	329	14	28
38,	73	2,942	4,132	1,122	1,443	470	889	509	370	108	307	.	42
39,	78	1,064	1,156	955	867	540	646	409	304	211	222	12	28
40,	92	1,516	1,872	1,060	1,124	586	702	367	403	148	241	10	20
41,	82	1,265	1,418	872	1,005	490	607	377	359	165	162	9	6
42,	80	1,049	1,101	962	774	549	509	359	343	132	102	3	.
43,	108	1,150	1,186	1,209	1,174	719	746	558	426	337	283	12	.
44,	78	1,060	931	871	741	508	540	408	342	226	221	19	9
45,	102	1,873	1,959	1,128	1,130	619	568	459	360	157	111	9	6
46,	103	1,378	1,254	1,368	1,246	892	810	739	520	495	374	35	3
47,	87	1,394	1,429	1,141	913	654	663	410	358	122	94	9	.
48,	87	1,302	1,538	973	1,033	656	750	420	421	294	219	12	9
49,	91	1,191	1,294	1,031	813	629	584	396	309	207	179	14	11
50,	83	925	1,328	717	747	476	568	392	404	197	239	2	.
51,	90	1,210	2,731	981	1,430	588	846	428	687	260	282	17	24
52,	102	1,143	1,544	1,062	1,178	824	787	681	632	540	496	282	161
53,	82	789	1,004	747	843	452	494	406	391	213	224	13	13
54,	91	1,379	1,762	1,131	1,159	679	710	488	534	194	209	31	34
55,	94	1,248	1,290	1,073	1,004	657	549	507	529	303	277	31	29
56,	84	931	903	917	701	666	557	512	347	261	182	40	5
57,	92	1,204	1,391	1,180	1,029	757	731	628	580	468	341	30	111
58,	91	1,004	949	952	757	437	388	461	385	224	122	3	3
59,	96	1,096	1,393	1,166	1,112	808	971	496	504	237	277	12	5
60,	106	2,121	2,750	1,673	1,914	994	1,316	696	822	385	472	30	35
Total, .	5,816	81,519	86,256	64,031	59,033	37,899	36,684	29,471	24,310	14,955	11,396	1,324	880
Per cent.	—	37·45		27·49		16·66		12·01		5·89		0·50	

* No returns.

Rolls, for the Year ended 31st December, 1863, in 5,816 Schools.

Number of *New* Pupils admitted *to the Schools* after opening of year.												No. of District.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1,857	1,322	702	480	461	306	314	207	93	50	9	4	1
2,065	1,824	1,215	796	541	368	301	190	79	31	5	1	2
1,395	1,309	711	601	311	251	247	184	92	39	11	9	3
2,171	1,836	968	784	585	467	562	368	181	87	2	.	4
1,601	1,476	625	561	584	421	574	390	229	174	6	.	5
.	.	.	.	.	.	.	.	.	.	.	.	*6
1,915	1,634	1,017	772	548	449	482	233	196	63	15	3	7
3,766	3,806	1,476	1,272	760	627	439	411	223	166	20	6	8
3,031	2,724	1,714	1,042	832	526	599	338	222	118	34	13	9
2,126	2,058	960	770	555	440	441	320	181	103	14	5	10
1,523	1,326	729	474	347	208	263	112	103	36	6	2	11
2,006	2,115	1,023	832	539	508	454	269	195	78	14	.	12
1,338	1,292	596	442	357	257	342	168	99	33	11	.	13
1,403	1,376	589	546	347	261	266	217	117	48	23	3	14
2,251	1,910	990	752	498	381	488	267	150	38	.	.	15
3,148	2,800	1,052	942	629	493	355	290	148	99	6	13	16
2,208	1,765	926	798	478	400	396	320	159	91	.	4	17
2,141	1,627	956	783	598	373	462	263	178	58	8	1	18
1,622	1,487	631	626	377	277	387	307	102	49	9	1	19
1,815	1,536	661	475	313	185	340	178	88	17	5	.	20
3,837	3,330	1,550	1,096	752	471	477	232	109	41	3	1	21
2,151	2,044	879	821	545	489	378	366	193	99	3	.	22
2,114	1,950	951	911	684	552	477	315	204	94	.	.	23
1,926	1,870	986	891	590	495	453	314	226	106	16	6	24
2,149	2,201	788	665	409	392	276	246	130	84	.	2	25
1,394	989	555	409	339	215	297	148	87	13	.	.	26
2,484	2,647	966	970	580	477	348	306	137	74	.	.	27
2,158	2,197	916	829	476	403	440	233	196	100	16	5	28
1,416	1,158	451	463	292	307	217	176	129	116	6	10	29
2,116	1,376	751	469	266	226	117	93	29	24	.	.	30
1,477	1,244	558	539	312	214	248	144	83	28	2	.	31
2,045	1,982	872	666	437	319	287	149	82	15	.	.	32
1,213	1,482	592	617	328	348	229	257	66	59	.	8	33
1,455	2,109	583	515	273	289	210	185	65	72	2	6	34
1,927	1,639	784	601	307	247	220	104	65	33	.	.	35
1,506	1,931	719	733	335	416	241	271	69	54	5	11	36
1,455	1,205	577	477	337	273	214	187	112	73	2	5	37
3,908	3,236	1,439	1,250	356	519	167	319	30	106	.	.	38
1,167	1,108	455	380	234	221	174	122	87	56	2	3	39
1,818	1,878	641	582	307	331	197	160	48	46	4	6	40
1,759	1,697	643	663	310	349	227	198	80	71	.	1	41
1,407	1,106	535	421	272	239	188	148	44	31	3	.	42
1,530	1,466	736	616	362	377	316	258	152	135	4	.	43
1,039	1,005	419	372	229	204	172	170	66	74	5	.	44
2,303	2,586	903	916	441	455	321	282	82	64	6	6	45
1,876	1,870	858	749	637	421	407	297	229	168	16	4	46
1,501	1,252	553	537	371	321	206	184	66	45	4	.	47
1,618	1,543	540	412	316	292	180	140	100	84	2	3	48
1,391	1,416	555	417	271	299	195	160	87	70	3	1	49
1,268	1,445	479	436	295	310	218	239	79	66	.	.	50
1,242	2,549	565	600	292	356	236	301	131	75	7	2	51
1,780	2,006	693	771	345	366	390	366	219	224	68	40	52
1,254	1,325	480	474	338	236	266	170	104	95	.	5	53
1,863	2,202	790	716	453	354	290	382	112	96	19	10	54
1,631	1,479	693	553	357	301	318	234	158	86	14	7	55
1,557	1,255	751	568	463	343	379	223	141	96	15	.	56
1,698	1,875	718	564	434	301	295	223	194	139	15	37	57
1,537	1,456	634	524	256	269	272	232	88	71	.	.	58
1,695	1,656	747	564	433	379	259	175	90	79	2	1	59
3,233	3,149	1,185	1,170	486	664	396	446	159	232	8	3	60
112,339	107,137	47,031	39,675	25,180	21,238	18,910	14,187	7,363	4,672	450	248	
55·08		21·76		11·65		8·31		3·02		0·18		

* No returns.

TABLE No. 6.—Exhibiting the Classification of the Pupils on the Rolls,

Number of District.	Number of Schools returned.	Number of Pupils removed *into* Rolls from other Rolls.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	86	.	.	393	266	291	219	127	116	70	33	6	3
2,	87	3	2	519	463	410	405	226	168	105	77	23	19
3,	99	8	6	371	344	235	206	115	160	58	44	31	20
4,	111	.	.	599	437	421	317	211	196	96	57	11	1
5,	112	.	.	437	456	492	404	314	213	169	130	14	1
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	.	.	583	538	487	365	324	236	211	83	24	7
8,	134	.	.	885	902	863	722	391	309	252	186	38	19
9,	101	.	.	797	671	666	447	472	289	287	119	67	18
10,	111	1	5	591	522	490	417	373	288	171	115	21	3
11,	99	1	1	478	420	409	281	224	162	131	60	23	8
12,	123	.	.	625	618	508	549	262	292	110	92	10	11
13,	93	.	.	396	350	334	276	202	157	101	99	16	5
14,	99	2	1	435	405	357	338	225	198	132	65	18	6
15,	122	8	3	567	414	458	296	243	169	82	40	6	.
16,	144	.	.	1,025	930	773	599	426	316	215	102	19	6
17,	114	.	.	713	496	458	329	296	230	162	113	.	3
18,	110	2	1	520	406	508	333	273	185	141	83	24	9
19,	98	.	.	523	610	424	404	257	193	102	66	25	10
20,	90	.	.	460	349	350	250	190	127	84	37	10	.
21,	101	.	.	925	769	656	463	274	189	121	78	4	.
22,	119	1	.	760	720	566	505	305	289	157	134	19	6
23,	135	.	.	533	552	432	430	247	217	87	79	5	.
24,	118	5	2	600	580	433	419	301	203	161	95	14	13
25,	102	8	5	582	662	575	538	313	336	171	151	13	14
26,	63	.	.	382	242	321	219	156	95	45	22	.	.
27,	111	6	1	614	693	463	480	294	236	131	110	4	4
28,	122	.	.	404	499	344	355	218	157	137	74	14	16
29,	104	3	2	548	405	548	586	303	252	181	176	37	22
30,	68	.	.	483	350	356	306	189	175	53	82	.	.
31,	110	2	5	472	395	333	384	220	184	96	81	6	3
32,	87	1	.	591	275	349	160	206	95	80	20	.	.
33,	102	17	14	408	531	397	451	217	251	92	108	6	12
34,	68	12	33	331	335	239	282	131	157	69	58	12	10
35,	85	2	5	595	499	446	439	193	172	124	91	.	.
36,	87	5	9	469	550	355	434	205	215	100	96	13	2
37,	96	.	3	440	433	451	375	239	219	142	136	16	19
38,	73	.	.	367	433	857	526	112	234	50	234	.	8
39,	78	.	2	341	375	208	306	188	195	97	80	1	10
40,	92	17	107	492	634	524	411	269	244	147	93	24	21
41,	82	.	13	463	382	343	358	156	178	82	58	7	.
42,	80	7	1	452	385	413	328	231	142	136	79	13	.
43,	108	5	.	605	543	588	548	307	287	149	116	11	.
44,	78	.	.	376	360	348	375	191	196	99	69	3	4
45,	102	4	.	645	624	437	432	260	245	124	81	12	3
46,	103	.	.	682	695	612	676	446	456	325	251	72	26
47,	87	.	.	567	512	611	508	376	274	180	147	24	16
48,	87	.	.	539	561	584	595	310	242	171	141	12	11
49,	91	.	.	536	462	481	434	271	220	146	88	26	3
50,	83	.	.	427	514	315	389	234	188	105	75	2	1
51,	90	.	.	448	572	465	532	241	305	122	111	3	13
52,	102	7	.	634	686	603	648	559	480	332	294	89	43
53,	82	.	.	408	459	422	466	165	148	104	105	21	15
54,	91	.	.	705	695	618	608	304	302	161	135	7	22
55,	94	.	.	586	510	421	523	280	254	165	123	30	9
56,	84	.	.	543	421	511	338	304	183	195	110	51	11
57,	92	.	.	596	577	670	637	354	266	195	167	44	60
58,	91	3	2	426	354	295	235	219	230	95	85	8	.
59,	96	.	.	492	545	511	494	288	295	115	106	9	3
60,	106	1	.	965	1,031	1,149	1,079	547	553	274	365	17	28
Total,	5,816	131	223	32,399	30,422	28,184	25,429	15,774	13,563	8,195	6,305	1,035	577
Per cent.		0·22		38·72		33·05		18·08		8·94		0·99	

* No returns.

for the Year ending 31st December, 1863, in 5,816 Schools—*continued.*

Number of Pupils removed *from* Rolls to other Rolls during year.												No. of District.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
388	266	246	171	177	161	70	36	6	3	.	.	1
513	461	392	363	253	213	103	75	25	22	.	.	2
369	341	241	218	121	159	59	43	31	21	.	.	3
599	437	414	316	212	197	102	57	11	1	.	.	4
487	456	470	385	336	232	169	130	14	1	.	.	5
.	.	.	.	.	.	.	.	.	.	.	.	*6
583	540	460	359	349	240	210	83	27	7	.	.	7
885	902	672	602	582	429	252	186	38	19	.	.	8
797	671	666	447	472	289	287	119	67	18	.	.	9
586	499	470	367	392	329	167	148	32	7	.	.	10
476	419	380	273	252	171	133	61	24	8	1	.	11
625	618	469	448	301	393	110	92	10	11	.	.	12
396	350	319	261	217	172	101	99	16	5	.	.	13
436	403	333	333	247	207	134	64	19	6	.	.	14
563	413	460	293	247	176	87	40	7	.	.	.	15
1,025	930	683	555	516	360	215	102	19	6	.	.	16
713	496	458	329	296	230	162	113	.	3	.	.	17
511	404	455	330	332	188	142	85	28	10	.	.	18
525	611	423	369	256	227	103	66	24	10	.	.	19
456	349	322	250	218	127	86	37	11	.	1	.	20
925	764	596	419	331	237	123	79	5	.	.	.	21
744	718	487	451	400	342	154	133	23	10	.	.	22
533	552	369	379	310	268	87	79	5	.	.	.	23
601	581	437	422	301	201	161	95	14	13	.	.	24
581	651	470	482	423	389	174	157	14	20	.	7	25
383	242	265	189	212	126	46	22	.	.	.	.	26
616	691	443	449	314	270	132	110	4	4	3	.	27
404	499	344	355	218	157	137	74	14	16	.	.	28
545	405	390	393	458	446	187	177	40	22	.	.	29
483	350	315	268	230	213	53	82	.	.	.	.	30
464	385	318	353	240	229	99	82	8	3	.	.	31
562	252	341	162	228	109	95	20	1	7	.	.	32
387	610	364	382	260	216	111	123	15	24	.	12	33
326	357	249	262	135	182	68	59	16	14	.	1	34
581	487	424	396	226	227	123	96	6	.	.	.	35
450	546	324	391	248	264	104	98	18	7	3	.	36
426	420	355	323	341	287	147	140	19	20	.	.	37
367	433	560	238	409	522	50	234	.	8	.	.	38
338	373	209	265	186	239	100	81	2	10	.	.	39
490	647	420	434	371	296	161	112	31	17	.	4	40
433	397	322	304	196	227	91	60	9	1	.	.	41
450	382	359	257	287	209	140	81	16	6	.	.	42
600	543	521	457	379	378	152	116	13	.	.	.	43
376	360	292	298	239	273	99	69	11	4	.	.	44
641	621	411	401	289	276	128	81	13	6	.	.	45
682	695	602	562	456	570	325	251	72	26	.	.	46
556	508	506	391	483	390	183	149	30	19	.	.	47
521	552	387	437	523	409	139	141	46	11	.	.	48
536	462	387	315	365	339	146	88	26	3	.	.	49
430	512	305	302	241	277	105	75	2	1	.	.	50
448	574	381	434	325	401	122	112	3	12	.	.	51
630	685	605	646	559	476	337	294	93	48	.	2	52
408	459	290	357	297	257	104	105	21	15	.	.	53
698	693	511	468	407	435	167	138	12	28	.	.	54
586	510	421	523	280	254	165	123	30	9	.	.	55
535	419	356	238	457	277	201	114	54	14	1	1	56
596	577	532	469	492	434	195	167	44	60	.	.	57
425	350	336	264	213	197	95	81	10	.	.	.	58
486	545	410	396	393	393	115	106	11	3	.	.	59
952	1,031	873	913	820	809	288	275	20	28	.	.	60
32,128	30,404	24,820	22,214	19,318	17,001	8,301	6,315	1,180	647	9	27	
38·51		28·97		22·37		9·00		1·13		0·02		

* No returns.

TABLE No. 6.—Exhibiting the Classification of the Pupils on the Rolls,

Number of District.	Number of Schools returned.	*Struck off* during and at end of year.											
		I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.	
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	86	1,101	844	641	468	427	305	311	220	123	69	24	3
2,	87	1,459	1,339	1,195	835	620	465	400	265	141	78	18	5
3,	99	980	985	782	682	370	302	339	247	127	66	25	23
4,	111	1,512	1,397	979	884	684	535	596	419	276	121	5	1
5,	112	1,067	980	663	628	629	520	608	455	333	243	19	3
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	1,170	1,044	941	797	567	464	558	336	343	129	23	6
8,	134	2,776	3,332	1,454	1,369	943	947	499	541	397	328	75	7
9,	101	2,194	2,061	1,844	1,206	1,034	718	708	449	374	180	90	31
10,	111	1,530	1,515	995	872	690	465	602	427	295	177	21	6
11,	99	783	744	702	499	405	262	316	179	169	51	22	9
12,	123	1,219	1,324	966	892	609	569	524	392	262	158	29	10
13,	93	945	861	634	474	403	334	405	222	173	82	20	7
14,	99	785	835	626	578	351	336	332	306	166	82	33	11
15,	122	1,554	1,335	1,093	838	622	484	623	398	267	84	.	.
16,	144	2,041	1,908	1,213	1,137	846	681	576	400	343	161	24	12
17,	114	1,502	1,318	1,094	952	612	518	568	460	318	142	2	6
18,	110	1,454	1,194	972	794	698	485	560	362	292	125	32	3
19,	98	1,066	1,137	822	752	510	378	580	446	167	133	15	19
20,	90	1,296	1,108	724	555	382	252	414	274	147	41	15	.
21,	101	2,639	2,250	1,531	1,248	821	633	584	312	199	100	5	1
22,	119	1,427	1,322	1,029	886	629	606	494	454	298	195	19	.
23,	135	1,559	1,447	955	1,127	894	772	640	474	326	190	2	.
24,	118	1,377	1,405	1,156	1,080	715	659	626	415	333	214	36	6
25,	102	1,529	1,518	920	823	568	546	401	386	282	234	5	4
26,	63	860	657	570	437	376	261	373	194	140	44	.	.
27,	111	1,646	1,928	1,000	1,023	623	590	489	398	242	143	.	1
28,	122	1,537	1,518	838	896	519	446	635	323	291	200	48	18
29,	104	881	703	544	468	375	391	309	282	255	188	41	38
30,	68	1,672	1,101	863	605	411	354	219	182	77	92	.	2
31,	110	853	725	689	626	395	332	380	244	170	91	5	3
32,	87	1,212	1,271	793	660	445	361	369	228	120	33	2	.
33,	102	823	786	602	628	416	457	320	386	149	145	3	12
34,	68	967	1,432	583	626	354	357	247	235	129	108	22	13
35,	85	1,200	1,146	879	709	381	332	302	152	125	87	.	.
36,	87	1,084	1,320	811	787	427	485	319	340	124	109	10	10
37,	96	931	787	723	585	425	379	292	271	238	197	17	18
38,	73	3,568	3,476	1,014	1,519	788	476	431	254	69	288	.	18
39,	78	755	747	542	480	308	330	274	202	162	152	8	15
40,	92	1,377	1,407	722	683	407	358	289	280	121	139	8	13
41,	82	1,188	1,007	689	688	391	377	297	264	132	124	5	2
42,	80	843	651	623	491	359	294	284	245	121	78	5	.
43,	108	911	936	817	711	544	540	483	392	310	241	17	.
44,	78	702	623	506	372	308	314	267	273	162	151	13	6
45,	102	1,503	1,796	929	927	522	520	421	368	144	116	13	8
46,	103	1,122	1,122	913	842	693	467	558	441	408	368	35	6
47,	87	1,143	931	716	606	573	468	344	289	122	100	13	.
48,	87	1,136	1,013	611	369	511	436	317	230	232	148	10	11
49,	91	943	951	639	544	397	394	301	252	196	133	22	8
50,	83	834	976	524	530	348	398	310	298	171	150	2	1
51,	90	853	2,042	590	735	396	532	328	433	245	204	15	16
52,	102	912	1,167	624	714	447	463	483	427	375	396	194	108
53,	82	814	833	604	509	455	391	374	264	194	176	18	14
54,	91	1,158	1,391	837	805	555	473	418	555	217	169	38	26
55,	94	1,022	975	754	593	493	415	411	324	276	193	27	22
56,	84	883	728	763	632	521	400	465	284	234	163	50	3
57,	92	1,073	1,248	855	613	609	432	463	342	343	222	33	93
58,	91	968	941	733	597	304	310	406	354	216	113	2	.
59,	96	1,079	1,022	853	668	576	569	410	329	196	191	13	3
60,	106	2,130	3,042	1,310	1,330	704	885	602	680	362	461	29	36
Total,	5,816	75,548	75,602	49,294	44,384	31,385	27,213	25,459	19,854	13,219	9,296	1,277	697
		40·42		25·24		15·67		12·12		6·02		0·53	

* No returns.

for the Year ending 31st December, 1863, in 5,816 Schools—*continued.*

Number remaining on Books for transfer to New Rolls.												No. of District.
I. Book.		II. Book.		Sequels.		III. Book.		IV. Book.		V. Book.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
1,666	1,164	880	618	579	435	375	295	161	83	27	8	1
1,411	1,264	1,193	921	645	550	387	251	153	84	30	15	2
1,303	1,149	1,033	887	486	388	325	302	113	69	41	29	3
1,506	1,162	1,243	900	771	577	635	446	242	167	14	.	4
1,185	1,115	925	777	843	608	694	429	365	237	27	.	5
.	.	.	.	.	.	.	.	.	.	.	.	*6
1,629	1,343	1,416	1,073	837	624	628	378	385	139	33	6	7
2,514	2,156	1,838	1,722	1,134	889	742	621	429	327	57	38	8
2,112	1,790	1,686	1,268	1,022	735	804	561	421	205	75	34	9
1,748	1,597	1,362	1,058	849	654	771	495	337	200	32	6	10
1,459	1,218	1,067	878	639	468	461	267	224	115	31	3	11
1,704	1,658	1,454	1,289	918	915	662	560	356	244	23	7	12
1,000	925	865	720	628	483	521	316	260	154	25	9	13
1,256	1,122	965	841	580	511	456	408	306	143	44	7	14
1,841	1,472	1,238	949	742	564	654	357	245	79	6	.	15
1,986	1,877	1,599	1,451	1,002	855	730	594	395	245	39	22	16
1,358	1,089	1,281	972	510	574	554	420	320	205	2	12	17
1,400	992	1,139	913	821	546	632	348	299	126	30	9	18
1,376	1,481	1,144	1,274	749	782	636	678	248	130	31	17	19
1,458	1,284	855	638	477	340	441	267	164	60	13	.	20
2,422	2,390	1,609	1,366	844	637	484	357	209	136	7	.	21
1,808	1,697	1,540	1,430	950	876	654	638	417	288	20	10	22
1,265	1,034	1,222	917	790	694	560	418	256	184	4	.	23
1,277	1,184	1,285	1,131	735	672	634	468	381	181	25	15	24
1,491	1,866	1,143	1,170	713	764	550	550	325	259	16	20	25
1,138	875	823	501	449	351	387	225	141	41	.	.	26
1,856	2,322	1,305	1,460	763	804	510	471	291	220	1	4	27
2,010	1,947	1,302	1,251	711	702	493	404	351	222	25	16	28
1,042	983	931	844	597	712	474	428	360	370	49	35	29
1,523	1,231	910	697	397	420	309	262	124	152	.	.	30
1,637	1,439	1,310	1,214	737	592	558	476	207	165	10	5	31
1,772	1,943	1,543	966	762	422	522	263	210	56	.	.	32
984	1,259	1,079	1,216	650	793	465	479	193	205	7	9	33
1,109	1,887	876	850	471	497	331	339	168	164	7	17	34
1,542	1,413	1,191	1,008	576	559	336	252	220	146	.	.	35
1,075	1,465	985	1,121	514	655	350	392	156	156	9	20	36
1,182	1,158	985	952	649	678	431	437	262	321	15	34	37
2,915	3,459	1,354	1,369	486	936	307	435	119	351	.	32	38
1,138	1,146	1,000	877	488	604	397	338	231	196	7	26	39
1,484	1,803	1,051	1,223	639	790	383	415	191	224	30	30	40
1,403	1,724	967	1,058	556	710	372	411	186	166	11	5	41
1,170	1,175	967	832	588	573	354	307	175	128	14	.	42
1,174	1,173	1,212	1,165	746	753	546	463	315	293	10	.	43
1,021	953	868	803	538	532	405	366	218	209	14	7	44
2,036	2,128	1,336	1,342	686	659	491	438	206	134	14	7	45
1,450	1,307	1,393	1,286	1,002	870	709	581	569	399	88	27	46
1,196	1,242	1,039	965	580	634	465	378	216	167	24	16	47
1,263	1,516	1,054	1,202	522	747	454	477	287	284	16	11	48
1,103	1,304	1,092	834	614	586	420	341	222	200	21	7	49
929	1,275	794	875	497	592	429	458	208	229	2	.	50
1,151	2,664	1,623	1,433	524	801	455	748	265	252	12	23	51
1,388	1,698	1,160	1,275	766	862	810	757	623	570	245	134	52
821	1,037	741	910	460	558	359	340	206	233	16	19	53
1,386	1,880	1,278	1,297	788	764	497	525	238	243	19	40	54
1,271	1,234	1,177	951	662	704	529	570	320	284	48	23	55
1,070	1,011	1,092	820	662	561	529	355	309	211	55	12	56
1,233	1,441	1,107	1,088	760	803	614	560	470	365	56	115	57
1,151	1,116	943	774	471	385	451	413	181	165	9	3	58
1,226	1,482	1,142	1,157	783	882	518	539	235	268	10	6	59
2,273	1,826	1,640	1,872	1,105	1,365	749	866	436	580	26	30	60
86,297	87,595	68,652	62,651	40,463	38,997	30,399	25,933	16,120	12,429	1,522	980	
36·85		27·81		16·83		11·93		6·05		0·53		

* No returns.

TABLE No. 7.—Exhibiting the Proficiency of the Pupils actually examined

Number of District.	SECTION I.—Total Numbers learning and examined in						SECTION II.—Scale				
							Reading.			Grammar.	
	Reading.	Grammar.	Geography.	Writing from Dictation.	Arithmetic.	Writing.	Able to read First Book of Lessons correctly.	Able to read Second Book of Lessons correctly.	Able to read Third Book, or higher books, with ease and intelligence.	Acquainted with Parts of Speech only.	Able to Parse syntactically.
1,	2,367	1,339	1,339	866	1,349	878	602	682	367	752	223
2,	2,823	1,574	1,574	704	1,578	1,017	740	961	299	342	63
3,	3,118	2,040	2,051	951	2,011	1,700	.	1,222	641	967	321
4,	3,999	2,562	2,827	819	2,566	1,672	1,010	1,530	390	732	174
5,	4,608	2,942	3,300	1,558	2,758	2,151	1,105	1,314	868	669	382
6,*	.	.	.	.	.	.	.	.	.	.	.
7,	4,302	2,762	3,129	1,500	2,828	2,093	1,020	1,170	1,237	561	371
8,	7,472	2,517	7,321	2,517	3,853	2,776	2,279	1,140	1,029	942	438
9,	5,159	3,183	3,558	1,645	3,177	2,287	633	1,252	793	877	164
10,	5,933	3,554	3,539	1,802	3,626	3,236	866	1,480	1,920	1,283	648
11,	3,333	2,175	2,175	1,425	2,137	1,728	410	738	673	454	191
12,	5,100	3,473	3,552	1,710	3,400	2,192	989	1,768	1,040	909	281
13,	3,091	2,100	2,100	654	2,100	1,230	887	831	737	450	182
14,	3,329	2,214	3,303	1,292	2,214	1,874	732	1,061	568	518	363
15,	3,094	2,072	2,383	1,024	2,191	1,412	915	921	355	448	130
16,	6,375	4,208	4,961	2,643	4,264	3,040	1,661	1,991	1,129	1,097	522
17,	4,651	3,302	3,726	1,915	3,200	2,340	946	1,926	732	504	149
18,	2,888	1,983	1,983	1,009	1,983	1,225	561	678	397	386	142
19,	4,077	2,407	2,391	1,008	2,442	1,334	1,100	1,323	568	1,021	345
20,	3,341	1,762	2,638	1,119	1,794	1,540	669	782	665	378	102
21,	3,732	1,772	1,923	785	2,163	1,285	1,132	943	710	459	141
22,	5,131	3,265	3,265	1,528	3,265	2,092	1,401	1,638	916	482	490
23,	3,933	2,535	3,412	1,056	2,819	1,888	1,382	1,093	224	693	294
24,	3,898	2,611	3,821	1,413	2,599	2,285	1,101	1,087	779	768	364
25,	5,413	3,289	4,057	2,158	3,288	2,422	1,388	1,662	814	1,268	464
26,	2,944	1,667	1,709	756	1,643	956	379	605	339	561	113
27,	3,155	1,796	1,897	668	1,781	1,194	859	957	439	346	153
28,	5,556	3,672	4,105	2,559	3,257	2,194	1,339	1,742	802	800	282
29,	3,962	2,901	2,901	1,870	2,901	2,901	645	1,509	989	1,035	222
30,	3,501	1,816	2,039	367	1,917	1,274	1,246	1,049	538	754	229
31,	3,601	2,295	2,336	1,109	2,305	1,317	977	957	546	475	231
32,	4,340	2,379	2,406	2,014	2,339	1,674	841	1,581	494	593	132
33,	4,061	2,612	2,884	870	2,663	1,998	646	1,558	879	1,037	190
34,	2,905	1,761	2,525	970	1,573	1,182	566	725	416	498	101
35,	3,240	2,198	2,494	1,742	2,195	1,738	1,073	1,216	451	954	273
36,	3,956	2,459	2,459	872	2,390	1,761	819	1,146	704	675	166
37,	3,934	2,671	2,716	1,562	2,658	2,113	704	1,187	924	880	158
38,	6,719	3,605	5,110	1,753	4,537	6,273	1,783	1,453	904	2,794	721
39,	3,773	2,474	2,651	1,429	2,453	1,675	1,036	1,149	526	370	107
40,	4,769	2,838	2,838	1,018	2,469	1,963	1,076	1,727	660	572	249
41,	2,683	1,678	1,924	897	1,605	1,333	755	698	500	500	147
42,	3,540	2,139	2,354	1,259	2,209	1,968	788	944	861	705	225
43,	4,594	3,170	3,170	1,510	3,170	2,372	802	1,494	1,045	1,575	759
44,	2,389	1,755	2,004	707	1,877	1,502	735	639	488	276	148
45,	4,090	2,724	3,036	1,325	2,184	1,699	963	1,038	386	592	197
46,	5,734	3,969	2,362	2,343	4,028	3,055	1,222	1,881	1,379	828	531
47,	3,273	2,061	2,061	628	2,061	1,484	584	1,095	530	325	213
48,	4,898	3,063	3,564	1,852	3,126	2,262	1,267	1,588	791	833	274
49,	3,504	2,073	2,638	1,079	1,946	1,431	857	1,012	489	428	142
50,	3,693	2,453	2,719	1,111	2,402	1,594	751	1,032	741	600	217
51,	5,081	2,810	2,817	749	2,885	2,026	983	1,468	654	774	155
52,	6,773	2,884	3,730	1,793	3,726	2,884	1,530	2,127	1,556	1,304	420
53,	3,907	2,600	2,781	1,976	2,600	2,110	1,136	1,142	632	527	545
54,	5,329	3,048	3,069	1,586	2,976	2,519	1,184	1,571	818	855	269
55,	5,383	3,295	3,295	946	3,295	2,354	1,570	1,741	755	1,105	353
56,	4,084	2,693	3,005	1,671	2,631	2,076	966	1,387	690	894	316
57,	6,275	4,633	4,525	2,017	5,126	3,036	949	1,984	1,478	834	527
58,	4,313	4,790	4,930	892	2,886	3,812	1,036	1,172	342	557	119
59,	5,232	3,243	3,243	915	3,243	2,560	1,106	2,193	850	837	198
60,	7,347	4,188	4,581	1,385	4,514	3,802	2,071	2,200	692	1,354	592
Total,	253,704	158,054	177,206	79,301	159,176	121,789	58,773	76,160	43,139	45,007	16,618
Per cent.	.	.	.	.	.	.	23·1	30·1	17·0	28·4	10·6
							70·2			39·0	

* No returns.

by the Inspectors themselves during the Year 1863, under each Head.†

of Proficiency of Numbers returned in Section I.

Geography.			Dictation.		Arithmetic.				Writing.		No. of District.
Acquainted with outlines of Map of World only.	Acquainted with Maps of Europe and Ireland.	Able to answer on General Course of Geography.	Able to write a sentence from Dictation with tolerable accuracy.	Able to write from Dictation with ease and correctness.	Able to set down accurately any number of not more than seven places of figures.	Able to work correctly a sum in Subtraction.	Able to work correctly a sum in Division of Money.	Able to solve readily and correctly questions in Proportion or Practice.	Able to write on paper fairly.	Able to write with ease and freedom.	
748	309	11	387	126	515	562	191	222	386	124	1
433	118	8	170	105	259	464	249	134	453	93	2
791	370	.	441	155	904	1,224	662	379	562	98	3
1,224	319	8	340	154	601	1,452	479	253	391	127	4
819	358	68	508	400	732	973	686	403	526	271	5
.	.	.	.	.	.	.	.	.	.	.	*6
970	500	51	591	160	697	1,137	626	358	726	152	7
1,780	695	93	957	648	1,522	1,401	690	513	1,012	418	8
1,030	274	9	608	318	593	1,285	518	310	902	364	9
1,067	723	36	789	470	1,409	1,948	1,002	575	1,389	821	10
507	219	97	473	140	717	938	593	370	515	149	11
813	240	12	778	345	546	1,295	699	371	1,277	237	12
1,138	318	46	239	188	675	1,212	411	303	615	161	13
1,257	351	24	682	136	873	1,269	670	366	825	153	14
451	103	9	320	213	236	723	325	125	540	111	15
1,429	573	58	1,538	564	1,381	2,143	1,007	598	2,000	430	16
1,357	109	10	941	406	746	1,268	666	351	1,169	406	17
499	218	17	312	149	551	814	411	232	363	212	18
1,181	383	87	422	217	622	882	400	287	615	73	19
599	169	5	449	268	436	770	246	178	651	431	20
657	230	10	172	455	471	429	432	205	741	195	21
898	1,018	19	310	499	652	2,168	793	525	495	678	22
548	155	2	377	84	878	1,870	594	207	700	96	23
714	502	118	684	197	769	833	593	270	1,060	223	24
1,353	1,001	236	843	828	1,203	1,820	841	512	1,018	894	25
511	295	19	329	196	371	802	344	156	375	162	26
756	273	41	193	126	463	1,179	439	218	516	108	27
822	289	52	587	249	657	2,332	517	197	800	176	28
1,040	726	80	858	512	1,170	1,273	778	224	1,620	531	29
936	339	.	85	142	661	610	318	138	447	185	30
883	352	65	344	266	573	1,021	493	313	477	109	31
581	527	.	322	87	889	1,246	571	269	712	160	32
2,105	228	40	417	265	483	1,326	627	241	1,120	274	33
370	188	2	298	139	404	651	290	172	409	118	34
1,343	555	29	394	270	813	1,718	582	312	474	316	35
745	335	26	230	302	744	1,357	514	211	655	167	36
777	581	31	732	228	1,030	1,539	604	313	1,073	269	37
3,762	1,205	354	730	324	3,236	848	522	456	674	322	38
356	287	34	317	167	501	923	390	152	432	223	39
1,365	209	23	537	194	641	1,727	683	369	901	316	40
549	165	.	348	89	566	631	272	139	605	108	41
858	250	19	540	329	714	1,240	654	329	910	372	42
1,663	673	318	704	578	1,228	1,761	1,079	635	1,136	839	43
469	158	2	177	66	687	683	366	173	331	93	44
946	163	14	566	175	596	871	476	153	774	187	45
965	503	14	685	616	1,252	2,957	1,471	768	1,445	668	46
510	267	12	258	225	509	1,502	588	328	492	107	47
1,130	659	122	581	482	686	2,035	896	476	702	529	48
574	243	8	215	209	515	615	399	250	437	220	49
1,041	128	5	329	98	550	1,103	436	218	581	67	50
1,255	131	2	363	228	765	1,403	621	331	696	310	51
1,733	496	69	532	796	2,468	2,598	1,195	425	1,318	620	52
1,231	713	16	652	172	978	1,580	768	410	1,103	224	53
905	113	3	345	386	1,008	1,426	748	290	594	430	54
953	657	73	523	302	1,478	1,843	1,085	468	1,006	388	55
1,245	585	5	739	535	1,212	1,095	853	541	849	549	56
1,497	812	64	538	595	1,005	2,106	1,035	606	1,069	219	57
429	134	45	281	216	729	812	349	172	802	280	58
593	487	.	306	231	1,004	1,080	404	152	955	132	59
1,048	1,128	40	475	539	1,294	2,706	1,048	663	1,300	740	60
58,209	24,109	2,661	28,859	17,559	49,868	77,519	36,199	19,315	46,721	17,435	
32·8	13·6	1·5	36·4	22·1	31·3	48·7	22·7	12·1	38·3	14·3	
47·9			58·5						52·6		

† See Note at page 1.

TABLE No. 8.—Classification of 5,743 National Schools in Fifty-eight School Districts, as to efficiency with regard both to the extent and quality of Instruction imparted.

Number of District.	Number of Schools returned.	Number of Schools respectively in which									
		Reading is quite satisfactory.	Reading is good.	Reading is fair.	Penmanship is quite satisfactory.	Penmanship is good.	Penmanship is fair.	Arithmetic is fairly taught, and to a fair proportion of pupils.	Dictation is fairly taught, and to a fair proportion of pupils.	Grammar is fairly taught, and to a fair proportion of pupils.	Geography is fairly taught, and to a fair proportion of pupils.
1,	79	11	24	39	8	18	29	71	55	71	72
2,	82	14	29	24	8	10	25	33	40	47	35
3,	99	18	31	38	7	15	47	70	82	68	63
4,	117	16	21	33	12	19	25	70	65	55	72
5,	114	21	25	60	7	24	35	85	82	50	67
6,*	.	.	.	.	.	.	.	.	.	.	.
7,	133	31	61	22	24	42	28	102	101	101	102
8,	134	30	45	72	54	48	130	130	130	72	130
9,	101	16	25	24	23	31	23	67	56	40	59
10,	109	29	44	31	11	32	56	95	91	84	80
11,	99	6	21	51	7	27	32	70	60	76	51
12,	123	3	8	46	4	8	55	64	65	63	53
13,	93	6	30	34	16	23	31	72	55	64	87
14,	100	10	19	39	9	17	31	72	72	72	78
15,	117	7	16	54	3	14	54	57	71	61	35
16,	144	46	63	21	41	65	17	98	97	67	56
17,	114	14	76	20	30	51	29	102	105	84	92
18,*	.	.	.	.	.	.	.	.	.	.	.
19,	98	6	18	40	8	18	42	78	68	72	69
20,	95	1	20	61	2	9	51	22	42	30	21
21,	89	53	31	4	15	24	24	78	79	78	56
22,	121	12	19	52	12	33	34	80	75	58	74
23,	128	12	17	21	11	24	14	59	40	43	40
24,	118	31	44	40	22	40	41	95	91	94	88
25,	102	35	47	20	34	54	14	90	90	70	80
26,	75	.	7	38	.	7	40	59	44	24	33
27,	111	5	34	55	2	22	40	88	63	73	71
28,	123	5	20	53	5	17	45	74	51	53	68
29,	104	49	21	22	41	24	28	65	81	45	58
30,	80	5	11	45	3	12	30	49	33	60	55
31,	110	11	14	68	8	8	46	89	81	80	81
32,	85	13	54	18	14	31	40	56	35	37	71
33,	100	31	34	12	38	27	21	78	80	58	87
34,	68	2	6	42	3	8	28	45	46	44	39
35,	88	10	13	19	5	9	19	50	32	41	42
36,	92	6	25	37	9	20	27	61	59	49	47
37,	97	10	35	37	8	39	27	68	68	62	67
38,	73	31	6	28	30	8	27	64	60	65	65
39,	79	.	13	49	.	3	42	51	45	27	34
40,	92	20	41	28	26	34	31	66	79	56	54
41,	82	4	10	20	10	20	25	40	36	45	38
42,	80	14	21	28	11	20	29	48	48	39	26
43,	108	17	25	59	19	12	75	84	97	92	90
44,	86	5	45	26	7	36	22	66	74	74	70
45,	103	25	32	36	25	29	31	82	87	83	64
46,	107	7	36	53	9	32	49	90	89	85	92
47,	87	5	12	67	12	64	11	79	61	41	12
48,	87	12	13	52	11	15	49	66	64	46	54
49,	101	10	28	36	11	20	40	53	47	42	72
50,	90	28	41	19	2	17	32	70	63	69	57
51,	85	7	7	62	7	17	40	71	65	57	59
52,	103	20	28	38	25	30	29	76	84	68	65
53,	82	5	35	31	16	26	35	65	71	69	73
54,	92	22	23	22	20	34	19	68	67	67	67
55,	94	10	26	32	13	16	36	70	55	51	60
56,	83	10	22	34	14	17	36	76	66	76	77
57,	92	12	26	39	8	19	44	78	78	68	68
58,	89	1	22	45	.	34	51	70	69	47	30
59,	96	11	19	46	12	5	33	37	33	27	34
60,	110	4	61	33	3	58	34	90	89	88	90
Total,	5,743	855	1,600	2,175	795	1,436	2,078	4,102	3,917	3,528	3,630
Per cent.,	.	14·9	27·9	37·9	13·8	25·0	36·2	71·4	68·2	61·4	63·2
		80·7			75·0						

* No returns.

TABLE No. 9.—Showing the Classification of 7,306 National School Teachers, Principals and Assistants, in Fifty-nine School Districts, their Ages and Periods of Service under the Board.

Number of District.	Number of Teachers returned; Principals and Assistants.		Trained.		Not Trained.		Married.		Not Married.		First Class.					
											1st Division.		2nd Division.		3rd Division.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	70	19	34	13	36	6	23	5	47	14	1	.	.	1	3	1
2,	80	35	50	18	30	17	39	17	41	18	.	.	4	3	5	.
3,	81	27	50	15	31	12	34	5	47	22	1	1	2	1	6	2
4,	96	42	48	19	48	23	46	5	50	37	1	1	2	2	6	3
5,	96	38	60	17	36	21	48	10	48	28	3	1	.	1	7	2
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	95	40	50	19	45	21	39	12	56	28	1	1	3	1	10	2
8,	125	141	54	28	71	113	40	10	85	131	3	2	2	.	10	9
9,	90	83	40	25	50	58	34	13	56	70	2	5	4	1	3	5
10,	115	66	64	21	51	45	52	9	63	57	5	5	3	1	6	2
11,	83	27	45	16	38	11	40	7	43	20	1	.	4	.	3	2
12,	97	45	45	18	52	27	34	11	63	34	2	.	.	1	3	4
13,	77	22	40	13	37	9	30	5	47	17	.	.	1	1	5	1
14,	87	21	51	17	36	4	28	7	59	14	1	1	1	2	12	2
15,	103	25	60	12	43	13	30	6	73	19	1	.	3	.	4	1
16,	124	79	67	25	57	54	73	14	51	65	3	1	5	3	5	5
17,	98	55	58	18	40	37	32	10	66	45	2	1	2	2	12	4
18,	102	18	57	10	45	8	37	6	65	12	1	2	2	1	3	.
19,	79	41	32	21	47	20	32	13	47	28	1	5	2	.	3	3
20,	63	39	23	12	40	27	31	11	32	28	.	.	.	.	1	1
21,	86	48	44	14	42	34	29	13	57	35	1	3	1	1	5	.
22,	91	47	54	22	37	25	45	12	46	35	.	1	5	1	.	3
23,	81	58	38	24	43	34	33	19	48	39	.	1	1	.	1	4
24,	95	41	58	16	37	25	48	18	47	23	.	1	5	1	3	1
25,	73	55	52	25	21	30	35	17	38	38	1	.	5	6	6	.
26,	58	27	24	9	34	18	27	9	31	18	.	.	.	.	1	.
27,	71	54	37	14	34	40	34	19	37	35	.	.	1	1	4	.
28,	84	52	44	24	40	28	31	20	53	32	.	.	3	.	3	.
29,	61	45	41	15	20	30	27	10	34	35	1	.	1	2	1	2
30,	46	58	24	38	22	20	13	12	33	46	1	.	3	2	4	5
31,	90	36	52	16	38	20	43	14	47	22	.	.	1	.	5	.
32,	65	35	34	15	31	20	26	13	39	22	.	.	2	.	2	.
33,	55	54	31	29	24	25	30	18	25	36	1	.	.	.	1	2
34,	43	29	23	12	20	17	12	5	31	24	1	1	1	.	3	1
35,	56	41	30	11	26	30	22	10	34	31	.	1	.	.	1	1
36,	59	38	32	18	27	20	22	12	37	26	1	.	1	2	5	2
37,	60	46	46	27	14	19	29	12	31	34	2	.	4	2	6	4
38,	53	72	30	48	23	24	21	11	32	61	.	2	2	.	5	4
39,	49	41	27	16	22	25	16	8	33	33	.	1	2	1	2	3
40,	70	41	37	17	33	24	21	11	49	30	.	.	1	2	8	3
41,	64	18	30	10	34	8	25	11	39	7	1	.	2	1	3	1
42,	61	38	28	14	33	24	17	14	44	24	.	.	2	2	1	.
43,	86	50	45	12	41	38	38	10	48	40	1	2	4	2	5	1
44,	59	45	36	21	23	24	32	11	27	34	5	2	1	2	.	2
45,	86	50	36	14	50	36	32	14	54	36	1	.	2	.	4	2
46,	103	70	44	21	59	49	29	8	74	62	1	.	2	2	7	10
47,	68	46	30	20	38	26	26	15	42	31	4	1	2	5	3	3
48,	69	52	41	15	28	37	23	8	46	44	2	.	3	1	4	4
49,	60	66	28	22	32	44	27	11	33	55	1	2	1	2	9	3
50,	61	30	30	8	31	22	26	5	35	25	1	.	.	.	4	1
51,	63	46	32	23	31	23	26	14	37	32	4	2	.	1	9	3
52,	104	61	52	20	52	41	33	15	71	46	1	.	2	.	4	2
53,	56	42	35	21	21	21	26	13	30	29	.	.	3	2	4	4
54,	80	29	42	10	38	19	43	11	37	18	.	.	3	.	.	.
55,	82	64	35	16	47	48	31	16	51	48	2	.	1	1	5	3
56,	68	51	35	19	33	32	35	14	33	37	1	.	3	5	4	3
57,	79	40	43	19	36	21	35	13	44	27	2	1	4	1	3	1
58,	67	44	36	11	31	33	36	13	31	31	.	.	1	1	3	.
59,	65	47	39	16	26	31	30	22	35	25	2	.	1	6	4	2
60,	89	59	44	21	45	38	37	15	52	44	2	1	4	1	3	1
Total,	4,577	2,729	2,427	1,080	2,150	1,649	1,893	692	2,684	2,037	69	48	120	77	252	130
Per cent.,	.	.	53·	39·6	47·	60·4	41·4	25·4	58·6	74·6	9·6 males; 9·3 females.					

* No returns.

TABLE No. 9.—Showing the Classification of 7,306 National School Teachers, of Service under the

Number of District.	Second Class.				Third Class.				Proba-tioners.		Assistants.		Ages.			
	1st Division.		2nd Division.		1st Division.		2nd Division.						Under 20 years.		20 years but under 30.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	4	1	12	2	25	5	15	4	10	5	.	1	6	4	37	11
2,	8	4	24	7	23	10	7	6	9	5	8	19	2	2	38	20
3,	9	3	22	6	17	9	17	3	7	2	2	4	5	5	37	13
4,	11	4	14	9	26	8	24	9	12	6	5	15	11	6	39	29
5,	7	5	15	5	20	7	30	11	14	6	4	14	10	5	39	24
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	12	9	15	5	25	10	17	9	12	3	.	2	5	7	34	19
8,	14	10	19	23	35	44	26	28	16	25	44	88	30	47	56	78
9,	10	11	15	5	29	22	13	18	14	16	32	53	14	35	47	36
10,	17	8	13	7	36	10	16	15	19	18	22	47	15	16	49	37
11,	11	1	7	7	29	8	17	4	11	5	7	4	4	1	39	19
12,	12	4	10	3	36	15	19	8	15	10	7	12	10	4	42	31
13,	8	2	13	2	22	6	22	8	6	2	1	6	3	5	32	12
14,	9	2	14	3	21	5	17	4	12	2	5	3	9	1	39	12
15,	9	2	19	1	21	6	21	8	25	7	3	3	5	2	47	16
16,	20	2	17	9	26	14	29	15	19	30	20	41	15	21	59	46
17,	12	4	10	6	27	13	16	15	17	10	13	26	15	13	43	28
18,	11	3	13	1	27	6	24	1	21	4	6	4	11	1	52	11
19,	4	4	14	4	23	8	18	9	14	8	14	10	5	4	34	27
20,	3	1	12	4	14	8	27	10	6	15	2	8	1	6	36	27
21,	9	3	13	4	24	17	22	15	11	5	12	16	5	5	46	31
22,	12	7	13	10	28	9	24	13	9	3	8	9	8	5	40	32
23,	13	5	8	7	33	24	19	13	6	4	6	9	3	3	41	42
24,	14	3	16	6	28	10	14	16	15	3	10	8	7	7	42	23
25,	9	5	14	4	15	23	18	11	5	6	12	14	3	7	33	29
26,	7	1	5	4	14	7	12	10	19	5	4	2	14	5	22	19
27,	6	5	14	9	25	13	11	14	10	12	6	14	6	5	32	37
28,	5	5	8	8	31	20	18	14	16	5	8	4	7	10	42	29
29,	8	8	10	8	20	14	17	9	3	2	4	7	3	4	26	32
30,	6	10	6	10	8	17	10	8	8	6	12	24	5	5	21	41
31,	6	3	10	3	31	9	19	7	18	14	.	12	5	3	40	20
32,	3	4	7	5	31	15	12	7	8	4	9	1	5	7	32	18
33,	9	6	11	9	14	19	13	12	6	6	2	4	5	5	18	39
34,	3	1	5	8	11	9	6	3	13	6	5	3	5	5	23	22
35,	4	.	8	10	22	10	13	11	8	8	5	8	5	9	23	25
36,	8	9	7	4	15	13	13	6	9	2	4	7	3	3	29	25
37,	9	4	12	11	16	13	8	9	3	3	5	6	2	5	22	26
38,	6	11	8	15	15	18	10	7	7	15	22	34	5	12	23	43
39,	3	3	8	4	13	13	13	13	8	3	7	9	4	.	24	21
40,	4	6	8	5	19	8	16	12	14	5	14	10	11	5	26	22
41,	5	4	5	4	16	3	21	1	11	4	3	2	4	1	31	7
42,	4	6	5	2	21	5	14	16	14	7	10	8	5	4	34	27
43,	11	3	13	9	16	9	24	12	12	12	8	16	5	9	43	35
44,	10	4	6	9	21	13	8	6	8	7	7	14	6	6	27	24
45,	4	4	10	4	23	7	19	13	23	20	15	19	6	13	51	27
46,	12	1	12	11	40	17	20	17	9	12	34	30	6	16	60	48
47,	10	7	8	6	17	8	13	10	11	6	14	12	8	4	30	27
48,	10	6	6	4	19	8	17	13	8	16	20	20	9	11	29	28
49,	7	5	4	10	13	12	9	14	16	18	10	17	8	11	20	34
50,	8	3	12	7	15	2	13	9	8	8	1	3	3	5	19	18
51,	7	8	7	5	12	12	11	8	13	7	14	11	8	2	21	31
52,	8	7	17	11	24	10	18	14	30	17	44	21	14	8	56	41
53,	9	8	6	7	17	12	7	7	10	2	7	10	4	8	25	25
54,	5	.	6	3	26	11	21	11	19	4	18	3	5	1	36	16
55,	8	5	12	7	19	15	18	17	17	16	27	26	13	27	42	27
56,	6	6	11	2	15	12	12	14	16	9	18	17	9	10	26	30
57,	12	5	7	6	28	15	9	7	14	4	19	3	8	10	41	21
58,	4	3	7	5	25	5	14	15	13	15	5	16	4	7	34	33
59,	11	7	10	4	23	13	9	11	5	4	5	14	1	2	39	33
60,	8	4	12	10	26	26	21	10	13	6	25	19	9	8	48	43
Total,	494	275	645	379	1,311	710	961	620	725	490	654	847	422	458	2,116	1,647
Per cent.,	24·9 males; 24· fem.				49·6 males; 48·7 fem.				15·9	18·	14·2	31·	9·2	16·8	46·3	60·3

* No returns.

Principals and Assistants, in Fifty-nine School Districts, their Ages and Periods Board—*continued.*

Ages.										Periods of Service.										No. of District.
30 years but under 40.		40 years but under 50.		50 years but under 60.		60 years and over 60.		Average Age.		Under 3 years.		3 years but under 5.		5 years but under 10.		10 years but under 15.		15 years and above 15.		
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
11	3	8	1	4	.	4	.	31·	26·	19	7	13	3	11	2	13	4	14	3	1
17	5	16	7	5	1	2	.	33·	30·	17	9	10	3	18	11	8	4	27	8	2
13	7	12	2	9	.	5	.	34·1	27·3	15	9	13	5	19	6	8	4	26	3	3
18	4	15	1	11	2	2	.	33·2	25·	24	15	10	12	21	8	13	3	28	4	4
25	7	12	2	9	.	1	.	32·	26·4	18	16	11	4	23	9	13	5	26	4	5
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*6
21	9	15	4	17	1	3	.	36·	29·	26	16	3	6	13	8	15	2	38	8	7
15	12	14	3	9	.	1	1	28·	23·	54	75	10	26	16	22	18	14	27	4	8
15	7	9	4	4	1	1	.	27·4	21·5	27	34	18	22	22	16	11	4	12	7	9
27	5	11	8	13	.	.	.	30·8	25·1	32	30	19	18	16	8	19	3	29	7	10
21	6	12	1	6	.	1	.	31·	27·	21	6	10	6	17	6	16	4	19	5	11
26	7	9	2	7	.	3	1	30·8	25·9	28	16	15	10	12	7	17	7	25	5	12
15	5	13	.	10	.	4	.	35·2	25·3	19	11	6	.	12	3	11	6	29	2	13
21	5	10	3	4	.	4	.	31·4	29·	19	3	13	4	15	6	15	2	25	6	14
25	6	12	1	9	.	5	.	33·1	23·	26	7	14	6	16	5	21	3	26	4	15
28	8	13	3	5	1	4	.	29·7	24·4	37	39	20	10	25	19	20	7	22	4	16
19	11	14	3	6	.	1	.	31·	26·	36	27	6	7	22	14	11	4	23	3	17
16	5	11	1	9	.	3	.	31·2	27·1	25	5	15	6	22	1	8	3	32	3	18
22	10	13	.	1	.	4	.	30·3	25·	16	12	13	5	14	8	10	11	26	5	19
14	4	4	1	5	1	3	.	28·7	23·4	11	17	9	1	16	6	10	12	17	3	20
20	7	9	4	6	1	.	.	30·4	25·9	21	12	13	15	21	10	15	4	16	7	21
20	6	14	4	7	.	2	.	32·1	25·7	24	12	3	6	27	16	13	7	24	6	22
20	10	7	3	8	.	2	.	32·4	28·	27	17	8	12	10	15	16	9	20	5	23
23	9	13	1	8	1	2	.	32·6	25·9	20	10	6	10	23	8	16	6	30	7	24
17	14	8	3	12	2	.	.	33·4	28·3	15	12	6	10	12	12	14	9	26	12	25
11	3	6	.	3	.	2	.	30·2	25·	16	9	7	7	16	5	12	6	7	.	26
16	7	9	4	5	1	3	.	32·	26·	14	15	11	8	15	16	15	8	16	7	27
15	12	13	1	5	.	2	.	32·	24·	13	12	14	8	19	13	20	12	18	7	28
19	6	4	3	6	.	3	.	32·9	25·6	12	11	7	9	15	13	9	6	18	6	29
14	8	2	4	2	.	2	.	30·7	26·2	12	15	4	7	10	14	8	16	12	6	30
22	9	12	4	7	.	4	.	32·3	23·3	19	10	6	4	24	11	12	4	29	7	31
14	8	7	2	5	.	2	.	31·8	26·9	19	15	10	1	20	6	9	11	7	2	32
12	7	11	1	7	2	2	.	31·2	25·5	14	12	6	6	8	15	12	13	15	3	33
9	2	5	.	1	.	.	.	27·8	24·5	17	11	2	6	7	8	12	3	5	1	34
14	7	9	.	1	.	4	.	32·5	24·1	15	15	3	6	8	8	19	8	11	4	35
17	10	5	.	4	.	1	.	31·	25·5	13	7	8	5	15	13	15	13	8	.	36
15	11	13	2	6	2	2	.	34·9	27·6	4	11	8	4	13	15	12	8	23	8	37
18	13	3	3	2	1	2	.	30·	27·	15	21	5	13	14	18	10	13	9	7	38
7	11	4	8	7	.	3	1	30·	29·	10	5	9	6	9	12	9	6	12	12	39
15	10	10	3	7	1	1	.	31·	26·3	21	13	10	8	13	8	11	6	15	6	40
12	6	5	3	9	1	3	.	33·	32·4	13	4	8	2	13	2	12	3	18	7	41
11	5	9	2	2	.	.	.	28·5	25·2	13	10	10	9	21	9	11	5	6	5	42
17	3	7	3	8	.	6	.	33·	24·3	15	20	12	8	24	11	11	8	24	3	43
9	8	9	5	6	2	2	.	33·	28·3	12	12	7	6	11	9	13	9	16	9	44
16	7	7	2	5	1	1	.	30·3	25·8	25	19	15	7	22	12	11	8	13	4	45
18	4	11	2	6	.	2	.	30·	23·	21	28	14	11	39	22	13	6	16	3	46
17	12	7	3	5	.	1	.	30·	27·	16	9	5	5	15	14	16	8	16	10	47
17	11	11	2	2	.	1	.	30·3	25·1	17	16	7	10	13	13	12	7	20	6	48
12	13	12	5	5	2	3	1	34·8	28·5	17	16	9	19	8	10	7	6	19	15	49
16	6	14	1	9	.	.	.	35·	25·6	7	6	8	7	10	7	15	7	21	3	50
21	10	7	3	4	.	2	.	34·	28·	16	9	7	10	11	14	12	7	17	6	51
10	7	11	4	9	.	4	1	29·	25·	28	20	17	11	31	15	11	8	17	7	52
11	5	8	3	8	1	.	.	33·3	27·1	12	8	5	6	14	16	10	7	15	5	53
22	10	9	2	5	.	3	.	31·8	27·6	17	3	11	7	18	8	17	9	17	2	54
11	10	7	.	8	.	1	.	29·5	23·6	31	33	7	8	15	8	12	11	17	4	55
16	8	11	2	4	1	2	.	32·6	27·	19	11	5	8	13	14	12	9	19	9	56
14	9	8	.	6	.	2	.	30·4	24·7	25	13	5	2	19	10	11	11	19	4	57
16	4	7	.	5	.	1	.	31·2	23·	13	19	8	8	16	12	17	3	13	2	58
10	10	6	.	6	.	3	2	33·	30·	12	6	8	9	15	12	12	11	18	9	59
12	5	13	3	5	.	2	.	29·6	24·3	26	18	7	12	17	13	21	9	18	7	60
975	449	566	142	369	26	129	7	.	.	1,146	879	549	470	974	632	777	422	1,131	326	
21·3	16·5	12·4	5·2	8·0	·9	2·8	·3	.	.	25·	32·2	12·	17·2	21·3	23·2	17·	15·5	24·7	11·9	

* No returns.

TABLE No. 10.—Showing the Total Incomes of 6,966 National Teachers, Principals

Number of District.	Total Number of Principal Teachers returned.		PRINCIPAL Numbers, respectively, whose total incomes are													
			£15 and under.		Above £15 but under £20.		£20 but under £25.		£25 but under £30.		£30 but under £40.		£40 but under £50.		£50 and above.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1,	70	15	1	1	15	3	14	6	16	3	16	2	5	.	3	.
2,	68	12	1	.	3	.	6	4	15	3	25	2	10	1	8	2
3,	75	16	.	1	6	.	13	5	8	1	29	8	12	1	7	.
4,	89	24	.	.	7	5	17	2	21	7	31	4	8	4	5	2
5,	90	22	.	.	11	2	19	5	12	7	24	4	17	2	7	2
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	95	38	.	.	14	3	9	8	20	8	27	9	12	4	13	1
8,	81	53	.	.	4	5	7	4	10	10	20	19	18	9	22	6
9,	58	30	.	1	3	1	6	3	4	2	18	11	13	4	14	8
10,	91	16	1	.	1	.	10	.	8	3	34	7	13	.	24	6
11,	76	20	.	2	12	3	11	8	18	1	22	3	7	2	6	1
12,	87	29	.	2	21	6	13	12	24	3	22	3	2	2	5	1
13,	76	16	.	1	13	4	19	6	19	3	16	1	4	1	5	.
14,	80	15	16	3	11	5	19	3	19	4	11	.	2	.	2	.
15,	100	21	1	3	16	7	24	7	18	2	30	2	4	.	7	.
16,	103	37	.	1	6	6	18	3	20	8	21	8	18	5	20	6
17,	85	29	.	.	6	.	15	6	13	7	21	10	12	4	18	2
18,	94	9	1	.	16	1	16	5	26	1	22	.	8	1	5	1
19,	64	29	.	1	8	6	14	6	11	5	19	8	7	1	5	2
20,	60	27	5	6	16	7	10	12	14	1	10	1	3	.	2	.
21,	74	30	4	1	13	8	9	14	19	2	19	1	5	1	5	3
22,	81	36	4	3	7	6	15	9	19	10	26	3	3	5	7	.
23,	74	48	.	1	13	11	14	20	21	11	18	3	6	1	2	1
24,	84	28	.	1	13	7	6	9	21	5	31	5	8	.	5	1
25,	58	37	.	3	3	5	6	8	11	10	14	5	13	3	11	3
26,	51	24	7	4	14	7	8	8	8	5	11	.	3	.	.	.
27,	62	38	.	2	9	12	11	10	16	6	13	7	11	.	2	1
28,	73	45	1	2	20	13	7	14	28	13	7	2	3	1	7	.
29,	57	38	1	1	2	3	10	8	17	14	18	10	5	2	4	.
30,	34	34	.	.	2	.	4	4	3	5	8	16	7	4	10	5
31,	90	23	4	2	22	5	14	9	24	4	16	3	7	.	3	.
32,	53	29	.	.	5	6	8	8	12	10	23	3	.	2	5	.
33,	53	50	.	.	8	13	8	21	15	8	16	6	5	1	1	1
34,	34	21	2	2	8	3	3	9	8	2	8	5	4	.	1	.
35,	51	29	.	1	10	8	11	9	15	6	6	4	6	.	3	1
36,	51	25	1	.	6	5	8	7	10	6	15	6	4	1	7	.
37,	52	37	.	.	2	5	4	8	11	13	13	8	11	2	11	1
38,	28	39	3	.	.	.	1	5	2	4	7	18	7	8	8	4
39,	41	31	.	.	6	6	8	12	9	6	9	3	5	2	4	2
40,	55	29	.	.	6	7	13	6	11	7	10	4	9	3	6	2
41,	58	12	.	.	5	2	18	1	12	2	14	6	3	1	6	.
42,	48	25	3	.	5	7	7	5	16	5	10	6	5	2	2	.
43,	77	31	.	.	8	4	15	7	13	10	22	5	12	1	7	4
44,	50	28	.	1	3	2	7	8	12	7	19	5	4	3	5	2
45,	69	29	.	.	12	12	17	3	12	11	17	2	3	1	8	.
46,	66	37	.	.	.	4	5	4	6	7	23	11	16	5	16	6
47,	49	29	.	.	3	3	6	7	16	7	14	5	5	2	5	5
48,	49	32	.	1	1	7	5	3	6	5	14	10	14	5	9	1
49,	46	44	.	.	3	8	7	11	9	14	13	6	8	4	6	1
50,	52	20	.	.	3	6	14	2	7	9	16	3	11	.	1	.
51,	46	32	.	1	3	4	10	10	3	7	14	6	8	3	3	1
52,	57	38	.	.	1	4	4	5	5	10	17	15	18	4	12	.
53,	46	27	1	.	2	1	5	6	12	6	11	10	8	4	7	.
54,	59	22	1	.	6	9	16	9	16	4	15	.	2	.	3	.
55,	55	35	.	.	4	5	8	13	11	5	17	9	8	2	7	1
56,	50	34	.	.	3	9	6	5	7	6	20	7	6	6	8	1
57,	57	29	.	.	3	4	5	8	11	9	18	6	13	1	7	1
58,	61	25	.	2	9	10	9	4	18	5	19	3	2	1	4	.
59,	59	30	.	.	4	3	6	7	8	8	24	7	7	3	10	2
60,	59	37	.	.	1	1	6	7	9	10	22	14	9	3	12	2
Total,	3,811	1,725	58	50	437	304	604	428	785	373	1,045	350	459	128	423	92
Per cent.,	.	.	1·5	2·9	11·5	17·6	15·9	24·8	20·6	21·6	27·4	20·3	12·0	7·4	11·1	5·4

* No returns.

and Assistants, in Fifty-nine School Districts, as derived from their Schools alone.

Teachers. Average Incomes. Males. £	s.	d.	Females. £	s.	d.	Assistant Teachers. Total No. of Assistant Teachers returned. M.	F.	Numbers, respectively, whose total incomes are: £15 and under. M.	F.	Above £15 but under £20. M.	F.	£20 but under £25. M.	F.	£25 but under £30. M.	F.	£30 but under £40. M.	F.	£40 but under £50. M.	F.	£50 and above. M.	F.	No. of District.
27	18	6	23	2	9½	.	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
35	16	5½	33	10	9	3	14	2	6	1	6	.	2	.	.	.	.	.	.	.	.	.	.	1
34	3	2	28	18	0	.	2	.	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	2
31	9	2	31	8	7	4	13	2	6	.	2	1	3	.	2	1	.	.	.	.	.	.	.	3
32	15	8½	30	14	10½	4	14	2	5	1	7	1	2	.	.	.	.	.	.	.	.	.	.	4
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5
34	14	1¼	29	16	10	.	2	.	2	.	1	.	1	.	.	.	.	.	.	.	.	.	.	6*
43	0	0	35	0	0	44	88	12	18	10	24	12	40	7	5	3	1	.	.	.	.	.	.	7
44	16	8	38	17	7	32	53	6	14	9	17	8	15	5	5	4	2	.	.	.	.	.	.	8
42	12	11	45	18	8	19	43	10	16	4	16	3	10	.	.	2	.	.	1	.	.	.	.	9
31	5	8	26	10	0	7	4	2	.	2	1	3	2	.	1	.	.	.	.	.	.	.	.	10
28	12	4	24	12	2½	5	9	1	4	2	2	2	3	.	.	.	.	.	.	.	.	.	.	11
28	11	0¾	19	1	3	1	6	.	1	1	3	.	1	.	1	.	.	.	.	.	.	.	.	12
30	13	1½	23	0	3	3	1	.	1	3	.	.	.	.	.	.	.	.	.	.	.	.	.	13
29	11	2	20	12	9	3	3	3	2	.	.	.	1	.	.	.	.	.	.	.	.	.	.	14
37	11	11	33	3	5	20	41	8	26	6	6	5	5	1	4	.	.	.	.	.	.	.	.	15
37	0	0	35	0	0	13	26	8	9	.	10	5	7	.	.	.	.	.	.	.	.	.	.	16
28	16	4	28	18	2	5	3	3	1	2	.	.	2	.	.	.	.	.	.	.	.	.	.	17
30	13	0¾	27	12	9	13	8	7	6	2	2	4	.	.	.	.	.	.	.	.	.	.	.	18
26	1	0	19	8	9	2	7	.	5	.	1	1	1	1	.	.	.	.	.	.	.	.	.	19
28	17	4	24	10	8¾	12	16	3	3	2	6	7	7	.	.	.	.	.	.	.	.	.	.	20
30	13	7½	26	6	2½	8	9	3	1	4	5	1	3	.	.	.	.	.	.	.	.	.	.	21
28	12	6	24	0	5	6	8	.	2	5	5	1	1	.	.	.	.	.	.	.	.	.	.	22
32	18	2½	24	10	11⅓	9	7	4	1	3	5	2	1	.	.	.	.	.	.	.	.	.	.	23
39	3	6¼	28	8	0¾	12	14	2	5	9	3	1	6	.	.	.	.	.	.	.	.	.	.	24
23	6	0	19	14	5½	4	2	1	.	2	.	1	2	.	.	.	.	.	.	.	.	.	.	25
31	8	0	21	7	0	6	13	3	10	2	3	1	.	.	.	.	.	.	.	.	.	.	.	26
28	6	0	22	1	0	8	4	2	1	4	1	2	2	.	.	.	.	.	.	.	.	.	.	27
32	3	11¾	29	2	2½	4	7	1	1	2	2	1	4	.	.	.	.	.	.	.	.	.	.	28
42	14	10	35	11	9	12	24	3	4	4	7	2	10	.	1	2	2	1	.	.	.	.	.	29
26	0	0¼	22	10	10¾	.	12	.	12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	30
30	14	4¼	25	7	9	9	1	2	.	2	.	1	1	1	.	3	.	.	.	.	.	.	.	31
33	4	2	24	7	6	2	4	.	1	1	1	1	2	.	.	.	.	.	.	.	.	.	.	32
28	8	8½	23	15	9¼	3	2	2	1	1	.	.	1	.	.	.	.	.	.	.	.	.	.	33
28	7	9½	24	5	8½	5	8	5	1	2	.	2	3	.	.	.	.	.	.	.	.	.	.	34
32	17	0½	26	1	8¼	3	5	.	1	2	.	.	4	.	.	1	.	.	.	.	.	.	.	35
39	15	7	28	3	7	5	6	1	3	2	1	2	2	.	.	.	.	.	.	.	.	.	.	36
43	15	8½	37	11	9½	23	34	5	7	3	3	2	16	3	4	7	4	3	.	.	.	.	.	37
31	2	4	27	9	8¼	7	9	2	1	4	3	.	4	.	1	1	.	.	.	.	.	.	.	38
35	2	2	28	7	6½	14	10	5	3	5	5	3	1	1	.	.	1	.	.	.	.	.	.	39
29	4	5	30	11	8	3	2	1	1	1	.	1	1	.	.	.	.	.	.	.	.	.	.	40
28	18	3¾	26	3	1½	10	8	3	1	7	6	.	1	.	.	.	.	.	.	.	.	.	.	41
33	5	0¾	30	8	7½	8	16	4	10	3	4	1	2	.	.	.	.	.	.	.	.	.	.	42
35	0	3	30	7	7¾	6	12	5	3	1	9	.	.	.	.	.	.	.	.	.	.	.	.	43
28	4	1	20	7	5	15	19	8	13	5	5	2	1	.	.	.	.	.	.	.	.	.	.	44
42	6	7	35	9	4½	34	30	3	8	14	12	17	10	.	.	.	.	.	.	.	.	.	.	45
35	9	0	31	3	4	12	10	2	4	10	4	.	1	.	1	.	.	.	.	.	.	.	.	46
39	9	3	29	11	2½	20	20	9	12	7	7	3	1	.	.	1	.	.	.	.	.	.	.	47
34	7	5	29	10	0	9	16	8	14	.	1	.	.	.	.	.	1	1	.	.	.	.	.	48
31	4	4½	23	17	3½	1	2	1	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	49
38	0	11¼	28	15	9½	13	7	9	1	.	4	4	2	.	.	.	.	.	.	.	.	.	.	50
40	12	0	30	0	0	44	21	25	13	12	4	5	4	2	.	.	.	.	.	.	.	.	.	51
36	5	4	30	0	2	6	9	4	2	1	3	1	4	.	.	.	.	.	.	.	.	.	.	52
29	2	2	21	1	1½	18	3	10	2	5	1	2	.	.	.	1	.	.	.	.	.	.	.	53
34	8	9½	27	11	4	27	24	12	10	10	8	5	6	.	.	.	.	.	.	.	.	.	.	54
35	19	8½	30	1	11	18	17	.	8	15	3	3	6	.	.	.	.	.	.	.	.	.	.	55
37	16	0¼	27	11	3½	19	8	8	2	4	3	7	3	.	.	.	.	.	.	.	.	.	.	56
30	0	2¾	23	4	9½	5	16	3	9	1	3	1	4	.	.	.	.	.	.	.	.	.	.	57
38	9	9	29	16	10	5	14	2	4	1	6	2	3	.	1	.	.	.	.	.	.	.	.	58
40	7	4½	32	7	10½	23	17	11	4	7	5	5	8	.	.	.	.	.	.	.	.	.	.	59
.	.	.	.	.	.	626	804	234	307	206	237	134	222	21	26	26	11	5	1	.	.	.	.	60
.	.	.	.	.	.	.	.	37·4	38·2	32·9	29·5	21·4	27·6	3·4	3·2	4·1	1·4	0·8	0·1	.	.	.	.	

* No returns.

TABLE No. 11.—Exhibiting Classification of 5,504 National Schools in

Number of District	Number of Schools returned.	Number of Schools respectively in which Amount to nothing.	Are under £1.	Are £1 but under £2.	Are £2 but under £3.	Are £3 but under £5.	Are £5 but under £7.	Are £7 but under £10.
1,	85	12	7	24	14	18	3	4
2,	80	2	5	8	10	14	22	7
3,	91	2	5	10	10	36	13	7
4,	111	4	6	8	14	28	28	11
5,	110	.	.	6	12	26	21	25
6,*	.	.	.	.	.	.	.	.
7,	133	2	13	24	23	39	15	8
8,	134	2	.	3	6	13	13	19
9,	88	1	.	.	1	11	15	15
10,	107	2	.	.	2	7	21	23
11,	96	8	19	22	13	23	8	3
12,	116	5	29	34	20	14	8	5
13,	92	2	16	32	19	13	7	.
14,	94	.	7	31	22	24	5	5
15,	121	8	9	21	21	35	9	10
16,	140	3	3	9	18	36	26	23
17,	114	.	3	3	5	22	24	27
18,	102	2	7	20	22	26	12	8
19,	93	4	4	2	10	12	21	19
20,	87	42	16	14	7	4	2	1
21,	102	12	18	19	14	23	7	7
22,	117	9	9	23	30	32	10	3
23,	124	6	27	29	31	17	7	5
24,	112	3	19	22	22	29	11	3
25,	94	3	.	3	6	20	23	17
26,	72	30	11	13	3	5	3	1
27,	104	4	18	33	13	22	7	4
28,	118	7	18	49	15	18	5	2
29,	95	3	1	11	15	31	23	10
30,	68	2	2	3	11	21	15	7
31,	109	6	35	25	25	13	2	3
32,	82	12	5	3	12	17	14	9
33,	99	1	8	21	21	31	9	6
34,	55	9	6	18	7	6	5	3
35,	76	5	6	23	12	18	7	2
36,	76	5	4	12	16	18	9	7
37,	89	1	3	10	12	23	15	15
38,	61	10	.	5	2	7	7	8
39,	73	2	2	10	15	22	12	6
40,	84	2	3	10	9	23	15	11
41,	70	2	.	4	15	21	16	7
42,	73	3	2	7	17	20	9	6
43,	108	1	2	6	11	30	16	20
44,	78	.	8	9	4	22	14	14
45,	98	.	5	7	13	29	22	12
46,	103	1	.	1	5	7	16	14
47,	78	2	6	7	7	28	13	12
48,	81	2	3	7	9	12	13	23
49,	87	.	3	5	15	23	19	14
50,	72	5	1	9	9	15	14	12
51,	78	2	2	3	12	25	14	8
52,	95	.	.	.	4	11	17	18
53,	72	1	.	4	4	20	11	21
54,	81	6	8	10	13	23	9	5
55,	90	.	4	6	10	17	20	20
56,	84	1	2	9	7	16	17	23
57,	82	2	.	5	7	27	16	13
58,	87	2	4	16	9	25	18	8
59,	89	9	3	4	10	16	16	16
60,	94	2	.	.	3	11	18	23
Total,	5,504	274	398	742	729	1,195	787	638
Per cent.,	.	5·0	7·2	13·5	13·3	21·7	14·3	11·6

* No returns.

Fifty-nine School Districts, as regards School Fees and Annual Endowments.

School Fees		Annual Average of Fees for Schools returned,	Annual Average for Pupils in daily attendance.	Endowments.				No. of District.
Are £10 but under £15.	Are £15 and over £15.			Schools Unendowed.	No. of Schools respectively with Endowments			
					Under £5.	Of £5 but under £10.	Of £10 and above £10.	
		£ s. d.	£ s. d.					
1	2	2 13 6	0 1 3¼	74	5	3	3	1
6	6	5 18 10	0 3 1	48	6	13	13	2
4	4	4 13 7½	0 2 9½	56	8	12	15	3
10	2	4 18 5	0 2 8¾	87	4	9	11	4
14	6	6 18 4	0 3 6	89	14	4	3	5
.	.	.	.	.	.	.	.	6*
5	4	4 3 8½	0 2 7¾	74	12	28	19	7
43	35	13 0 0	0 3 8	106	8	11	9	8
18	27	14 17 0	0 4 9	66	8	7	7	9
22	30	12 12 7	0 4 11¼	78	4	14	11	10
.	.	2 7 1	0 1 4¾	62	1	23	10	11
.	1	2 6 8½	0 1 2¾	96	2	9	9	12
1	2	2 18 4	0 1 11¼	84	4	4	.	13
.	.	2 13 6½	0 1 6	80	1	6	7	14
2	6	4 10 1	0 2 7	104	9	6	2	15
11	11	6 13 9	0 3 1	97	7	9	27	16
17	13	8 0 0	0 4 2	83	8	9	9	17
4	1	3 19 3	0 2 3¾	87	3	2	10	18
15	6	4 15 8½	0 2 3	79	.	6	8	19
.	1	1 4 7	0 0 9	75	1	3	8	20
2	.	2 7 6	0 1 0½	92	4	1	5	21
.	1	2 17 11¾	0 1 3	101	2	3	11	22
2	.	2 7 0	0 1 2	118	2	3	1	23
3	.	3 0 1½	0 1 8½	86	7	9	10	24
12	5	6 10 3½	0 2 3	71	9	8	6	25
1	.	1 6 4	0 0 8	50	11	9	2	26
3	.	2 14 2	0 1 3	89	1	7	7	27
2	1	2 11 0	0 1 5	107	1	4	6	28
1	.	3 0 3¼	0 1 8¾	72	6	11	6	29
3	4	5 9 0	0 1 11	22	8	21	17	30
.	.	1 16 1	0 1 0	95	5	5	4	31
4	1	4 3 1	0 1 8¾	62	5	7	8	32
2	.	2 17 1	0 1 7	87	3	5	4	33
.	1	2 16 11	0 1 4¾	47	1	3	4	34
3	.	2 19 6	0 1 2¼	66	4	3	3	35
5	.	4 2 9½	0 1 1¾	64	3	2	7	36
4	6	6 0 8	0 3 2	67	6	10	6	37
18	4	9 2 7½	0 1 10	40	.	4	17	38
3	1	4 5 5¾	0 2 0¾	64	2	3	4	39
8	3	5 12 9	0 2 7	67	2	8	7	40
3	2	4 7 8½	0 2 2½	56	2	4	8	41
8	1	4 15 0½	0 2 0¾	70	1	1	1	42
14	8	4 2 11	0 2 4	104	1	1	2	43
5	2	4 19 5½	0 1 2	68	3	2	5	44
6	4	5 8 0	0 2 0	92	2	1	3	45
29	30	11 6 2½	0 3 7½	88	1	5	9	46
3	.	4 11 5	0 2 0¼	61	6	2	9	47
10	2	9 5 7¾	0 2 6¾	47	12	14	8	48
4	4	5 6 6½	0 2 5	66	5	8	8	49
6	1	5 0 6½	0 2 9½	66	2	1	3	50
6	6	5 18 10	0 1 7¾	60	6	6	6	51
29	16	9 10 5	0 3 4	70	10	11	4	52
9	2	6 12 10	0 3 1½	59	6	1	6	53
5	2	3 17 4½	0 1 7½	70	4	6	1	54
9	4	6 12 6	0 2 5	82	7	1	.	55
7	2	6 0 2	0 2 4¼	77	2	2	3	56
9	3	5 19 2¾	0 1 8¾	61	13	6	2	57
2	3	4 17 8	0 2 6	80	.	2	5	58
10	5	6 4 0	0 2 8	81	2	3	3	59
25	12	10 3 1¾	0 3 5¾	77	1	5	11	60
448	293	.	.	4,432	273	386	413	
8·1	5·3	.	.	80·5	5·0	7·0	7·5	

* No returns.

TABLE No. 12.—Exhibiting the Division of the 5,504 Schools of the

Number of District.	Total Number of Schools returned.	Number of Schools under each respective head of *Income* from *School*																			
		Amount to nothing.								Are under £1.								Are £1 but			
		Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	
1,	85	1	3	6	1	1	.	.	.	1	2	1	1	.	1	1	.	9	5	14	
2,	80	1	.	.	1	.	.	.	.	1	2	1	.	.	1	.	.	1	1	7	
3,	91	.	.	1	1	.	.	.	.	.	1	2	1	1	.	.	.	1	6	7	
4,	111	.	.	.	1	1	2	.	.	1	2	1	2	.	.	.	.	3	8	4	
5,	110	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5	7	3	
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
7,	133	.	1	1	.	.	.	.	.	1	5	3	1	.	3	.	.	5	13	14	
8,	134	.	.	1	.	.	.	.	1	.	.	.	.	.	.	.	.	3	4	.	
9,	88	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	1	.	
10,	107	1	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	1	.	.	
11,	96	1	2	3	2	.	.	.	.	5	3	6	2	2	1	.	.	4	9	11	
12,	116	1	2	1	.	.	.	1	.	7	6	11	3	.	2	.	.	8	8	23	
13,	92	2	.	.	.	.	.	.	.	1	5	7	.	2	1	.	.	3	15	17	
14,	94	.	.	.	.	.	.	.	.	2	1	.	2	.	1	1	.	8	12	15	
15,	121	4	1	2	.	1	.	.	.	3	2	3	1	.	.	.	.	13	12	7	
16,	140	.	.	1	2	.	.	.	.	.	1	.	2	.	.	.	.	4	8	9	
17,	114	.	.	.	.	.	.	.	.	.	1	.	.	1	1	.	.	2	1	4	
18,	102	2	.	.	.	.	.	.	.	3	1	2	1	.	.	.	.	11	13	13	
19,	93	1	.	2	.	.	1	.	.	2	2	.	.	.	.	.	.	1	5	4	
20,	87	8	16	10	7	.	1	.	.	2	10	1	2	1	.	.	.	2	9	5	
21,	102	4	2	2	1	1	2	.	.	2	9	3	3	.	.	1	.	1	9	11	
22,	117	4	3	1	.	1	.	.	.	2	1	3	1	2	.	.	.	3	13	16	
23,	124	1	1	4	.	.	.	.	.	.	10	15	1	1	.	.	.	7	14	21	
24,	112	1	1	1	.	.	.	.	.	4	7	5	1	1	1	.	.	2	10	18	
25,	94	.	.	1	1	1	.	.	.	.	.	.	.	.	.	.	.	2	4	6	
26,	72	9	14	4	3	.	.	.	.	3	5	3	.	.	.	.	.	3	3	6	
27,	104	1	1	.	2	.	.	.	.	5	3	8	2	.	.	.	.	5	13	17	
28,	118	1	.	5	.	.	.	1	.	4	5	7	2	1	.	.	.	9	16	24	
29,	95	.	1	2	.	.	.	.	.	1	.	.	.	.	.	.	.	1	8	11	
30,	68	.	.	.	1	.	.	1	.	1	.	.	.	1	.	.	.	1	2	6	
31,	109	1	2	2	.	1	.	.	.	7	8	10	5	5	.	.	.	9	9	22	
32,	82	.	1	6	3	1	.	1	.	.	1	2	.	1	1	.	.	5	3	6	
33,	99	.	.	.	.	1	.	.	.	2	3	1	2	.	.	.	.	2	12	12	
34,	55	3	1	2	2	1	.	.	.	.	2	3	1	.	.	.	.	7	2	7	
35,	76	.	2	2	1	.	.	.	.	1	2	2	1	.	.	.	.	5	9	14	
36,	76	2	1	.	.	1	1	.	.	.	1	.	1	2	.	.	.	4	6	8	
37,	89	.	.	1	.	.	.	.	.	.	.	1	1	1	.	.	.	1	6	6	
38,	61	2	.	2	4	.	1	.	1	.	.	.	.	.	.	.	.	1	1	1	
39,	73	.	1	1	.	.	.	.	.	1	1	.	.	.	.	.	.	5	7	7	
40,	84	.	.	.	.	1	1	.	.	2	.	1	.	.	.	.	.	1	9	.	
41,	70	.	.	1	.	1	.	.	.	.	.	.	.	.	.	.	.	3	5	4	
42,	73	3	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.	7	7	8	
43,	108	.	1	.	.	.	.	.	.	.	.	.	2	.	.	.	.	2	7	4	
44,	78	.	.	.	.	.	.	.	.	4	.	2	1	1	.	.	.	.	2	6	
45,	98	.	.	.	.	.	.	.	.	2	.	2	.	1	.	.	.	7	6	5	
46,	103	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	1	4	
47,	78	.	1	.	1	.	.	.	.	.	1	2	2	.	.	1	.	1	4	6	
48,	81	.	2	.	.	.	.	.	.	.	1	.	.	1	.	1	.	2	4	7	
49,	87	.	.	.	.	.	.	.	.	.	1	1	.	1	.	.	.	4	5	5	
50,	72	1	1	.	.	3	.	.	.	.	.	.	.	.	1	.	.	3	6	6	
51,	78	.	.	1	.	1	.	.	.	.	.	2	.	.	.	.	.	1	2	3	
52,	95	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	
53,	72	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	2	2	3	
54,	81	1	.	3	1	.	.	1	.	2	3	2	1	.	.	.	.	2	10	8	
55,	90	.	.	.	.	.	.	.	.	1	1	1	.	.	1	.	.	5	2	4	
56,	84	.	.	1	.	.	.	.	.	1	.	1	.	.	.	.	.	3	4	5	
57,	82	.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	2	1	6	
58,	87	.	.	.	2	.	.	.	.	2	1	.	1	.	.	.	.	6	6	4	
59,	89	.	1	3	.	.	2	3	.	.	1	1	.	1	.	.	.	.	3	6	
60,	94	.	1	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	1	2	
Total,	5,504	56	64	74	37	22	11	8	2	77	111	117	46	27	15	5	.	268	371	474	
		274, or 5· per cent.								398, or 7·2 per cent.								1,471, or			

* No returns.

preceding Table, No. 11, in connexion with the rank of their Teachers.

Fees alone, divided according to the rank of their several Teachers.

under £3.					Are £3 but under £5.								Are £5 but under £7.								No. of District.
II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	
6	3	.	.	1	2	6	5	4	1	.	.	.	.	1	1	.	.	1	.	.	1
7	2	.	.	.	.	3	4	4	2	1	.	.	2	.	9	7	2	1	1	.	2
3	1	2	.	.	4	9	7	10	3	2	1	.	.	.	2	7	2	2	.	.	3
1	4	2	.	.	.	10	9	7	2	.	.	.	3	4	7	7	3	2	2	.	4
3	.	.	.	.	6	6	7	4	1	1	.	1	3	5	7	1	4	1	.	.	5
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*6
4	9	2	.	.	9	6	9	6	4	3	1	1	.	.	4	6	3	1	1	.	7
1	.	1	.	.	2	3	5	2	1	.	.	.	.	2	4	5	1	1	.	.	8
.	.	.	.	.	5	2	2	2	.	.	.	.	1	2	5	5	1	.	.	1	9
1	.	.	.	.	.	1	2	3	1	.	.	.	3	5	5	5	2	.	.	1	10
5	4	1	1	.	1	3	9	2	4	2	1	1	1	1	1	1	1	1	2	.	11
5	9	1	.	.	.	4	4	1	2	2	.	1	.	1	3	2	2	.	.	.	12
10	4	2	.	.	.	6	3	3	1	.	.	.	.	1	.	1	1	2	2	.	13
7	4	5	1	1	2	5	8	3	3	2	1	.	.	.	1	3	.	1	.	.	14
7	2	1	.	.	3	8	9	7	6	1	1	.	2	2	1	3	.	1	.	.	15
4	1	1	.	.	5	13	11	3	4	.	.	.	1	5	6	3	5	3	3	.	16
1	.	.	.	.	.	6	7	3	4	2	.	.	3	5	6	4	4	2	.	.	17
4	1	.	.	.	1	6	12	2	3	1	.	1	.	3	2	4	2	1	.	.	18
1	.	1	.	.	2	5	1	3	.	1	.	.	3	6	5	3	2	1	.	1	19
2	3	.	.	.	.	.	2	1	1	.	.	.	.	.	.	2	.	.	.	.	20
6	4	1	.	1	2	4	7	5	3	1	.	1	.	4	.	1	1	1	.	.	21
10	7	1	3	.	1	6	9	7	6	1	1	1	.	2	3	2	3	.	.	.	22
10	6	2	.	.	.	.	7	1	8	1	.	.	.	.	4	1	.	1	.	1	23
6	6	.	2	.	4	3	7	9	4	1	1	.	2	.	2	2	4	.	1	.	24
1	1	.	.	.	.	6	7	2	3	1	1	.	.	3	6	6	3	2	3	.	25
5	4	.	.	.	.	.	2	.	3	.	.	.	.	.	1	1	.	1	.	.	26
7	3	1	.	.	1	3	5	5	4	2	2	.	.	2	1	1	2	1	.	.	27
7	6	2	.	.	1	5	10	.	2	.	.	.	.	.	.	3	1	1	.	.	28
4	2	.	.	.	.	6	10	6	5	3	1	.	1	6	6	3	4	.	2	1	29
1	1	3	.	.	4	4	5	2	3	1	2	.	1	.	3	3	6	2	.	.	30
5	3	1	1	.	2	5	3	1	.	2	.	.	.	.	.	1	.	1	.	.	31
5	1	.	.	.	2	1	8	3	2	1	.	.	1	3	4	2	3	.	1	.	32
9	5	2	.	.	2	4	15	4	5	1	.	.	2	2	1	2	2	.	.	.	33
5	2	2	.	.	1	1	3	1	.	.	.	.	.	1	1	2	.	.	1	.	34
5	1	1	.	.	3	3	6	5	1	.	.	.	.	1	.	4	1	.	.	1	35
2	6	2	.	.	1	6	6	2	2	.	1	.	1	.	4	.	2	1	1	.	36
7	1	1	.	.	2	3	8	5	3	1	.	1	.	3	3	5	3	1	.	.	37
2	1	.	1	.	.	1	4	1	.	.	.	1	.	1	.	2	2	1	1	.	38
3	1	1	1	.	1	5	9	3	1	2	1	.	.	4	3	4	.	.	.	1	39
6	1	2	.	.	6	3	11	1	2	.	.	.	1	2	6	2	2	2	.	.	40
3	2	.	2	.	1	9	6	4	.	1	.	.	4	5	2	1	3	1	.	.	41
1	1	.	.	.	.	5	9	3	2	.	1	.	1	1	1	2	3	1	.	.	42
3	1	.	.	.	5	10	4	5	4	1	1	.	1	2	7	4	2	.	.	.	43
4	.	1	.	.	1	4	9	4	4	.	.	.	2	1	5	2	3	1	.	.	44
1	1	.	.	.	7	9	7	3	2	1	.	.	2	5	6	5	1	2	1	.	45
.	1	.	.	.	1	2	3	.	.	1	.	.	.	7	5	2	1	1	.	.	46
2	1	.	.	.	2	2	6	3	8	3	3	1	1	1	5	2	2	1	.	1	47
1	1	.	1	.	.	4	4	1	2	1	.	.	.	2	7	2	.	2	.	.	48
3	1	1	1	.	3	5	5	5	1	4	.	.	2	4	3	3	3	2	1	1	49
3	.	.	.	.	1	5	2	5	2	.	.	.	2	3	3	5	1	.	.	.	50
3	2	3	1	.	4	7	4	4	5	1	.	.	2	5	2	2	.	1	.	2	51
2	.	.	.	.	1	5	2	2	1	.	.	.	3	4	6	2	1	1	.	.	52
.	.	1	.	.	1	4	10	4	1	.	.	.	.	.	5	1	1	2	2	.	53
3	.	.	.	.	3	8	9	2	1	.	.	.	1	2	5	1	.	.	.	.	54
4	1	.	.	.	.	2	11	1	3	.	.	.	4	5	3	3	3	1	1	.	55
2	1	1	.	.	.	9	1	4	1	.	1	.	.	.	5	4	3	3	2	.	56
1	1	1	.	.	1	2	11	7	4	.	1	1	3	.	4	3	2	2	1	1	57
3	3	1	2	.	2	10	7	4	2	.	.	.	4	3	10	.	.	1	.	.	58
2	3	.	.	.	2	5	3	3	1	2	.	.	.	.	10	3	3	.	.	.	59
.	.	.	.	.	2	3	4	2	.	.	.	.	.	2	7	5	3	.	1	.	60
219	129	50	17	3	112	281	375	199	144	51	22	11	63	129	218	168	109	58	30	12	
26·8 per cent.					1,195, or 21·7 per cent.								787, or 14·3 per cent.								

• No returns.

TABLE No. 12.—Exhibiting the Division of the 5,504 Schools of preceding Table, No. 11, in connexion with the rank of their Teachers—*continued.*

Number of District.	Number of Schools under each respective head of *Income* from *School Fees* alone, divided according to the rank of their several Teachers.																							
	Are £7 but under £10.								Are £10 but under £15.								Are £15 and over £15.							
	Prob.	III^a.	III^1.	II^a.	II^1.	I^a.	I^a.	I^1.	Prob.	III^a.	III^1.	II^a.	II^1.	I^a.	I^a.	I^1.	Prob.	III^a.	III^1.	II^a.	II^1.	I^a.	I^a.	I^1.
1,	.	.	1	2	.	1	.	.	.	.	.	.	.	1	.	.	.	.	2	.	.	.	.	.
2,	1	2	2	.	2	.	.	.	.	.	1	4	.	.	1	.	.	.	1	2	2	.	1	.
3,	2	1	2	1	1	.	.	.	1	.	1	1	1	.	.	.	.	1	1	.	1	1	.	.
4,	.	3	4	1	3	.	.	.	2	2	3	1	1	1	.	.	.	.	.	.	.	1	1	.
5,	1	6	6	5	4	3	.	.	.	.	1	4	2	4	1	2	.	.	2	3	.	.	.	1
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	.	.	2	2	3	1	.	.	.	.	1	1	1	.	2	.	.	.	.	.	1	2	.	1
8,	1	2	5	6	2	3	.	.	2	4	14	7	7	6	2	1	1	1	6	7	9	8	.	3
9,	2	1	4	3	1	3	1	.	.	1	4	2	7	1	1	2	.	1	8	1	5	5	3	4
10,	2	3	10	2	4	.	.	2	2	2	8	3	5	1	1	.	.	1	6	.	9	5	3	6
11,	.	1	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
12,	.	1	2	.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.
13,	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	1	1	.	.
14,	.	.	.	1	2	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
15,	2	2	3	1	1	.	1	.	.	.	1	.	.	1	.	.	2	.	.	1	1	.	1	1
16,	1	1	4	4	5	2	3	3	1	.	.	2	5	2	1	.	.	.	2	3	2	2	1	1
17,	5	5	8	2	3	3	.	1	.	2	5	2	2	4	1	1	.	1	1	1	2	4	3	1
18,	1	.	1	.	4	1	1	.	.	.	.	1	2	.	1	.	.	.	1	.	.	.	.	.
19,	.	5	5	7	1	.	1	.	.	2	5	3	3	1	.	1	.	.	2	1	.	1	1	1
20,	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.
21,	1	1	3	.	1	1	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.	.	.
22,	.	.	1	.	.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.
23,	.	.	.	1	4	.	.	.	.	.	1	.	.	1	.	.	.	.	.	.	.	.	.	.
24,	.	.	.	1	.	.	2	.	.	.	.	1	1	1	.	.	.	.	.	.	.	.	.	.
25,	1	1	5	5	1	.	3	1	.	.	1	3	3	2	3	.	.	.	2	.	1	1	1	.
26,	.	.	.	.	.	1	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.
27,	.	1	1	.	1	1	.	.	.	.	2	1	.	.	.	.	.	.	.	.	.	.	.	.
28,	.	.	.	2	.	.	.	.	.	.	.	.	.	2	.	.	.	.	.	1	.	.	.	.
29,	.	.	2	4	4	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.
30,	.	.	.	1	4	1	.	1	.	.	.	1	1	.	1	.	.	.	.	1	1	1	1	.
31,	.	.	2	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
32,	1	4	4	.	.	.	.	.	1	2	1	.	.	.	.	.	1	.	.	.	.	.	.	.
33,	.	1	2	1	2	.	.	.	.	1	.	.	.	.	.	1	.	.	.	.	.	.	.	.
34,	.	.	2	1	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.
35,	.	.	.	.	1	1	.	.	.	.	1	2	.	.	.	.	.	.	.	.	.	.	.	.
36,	.	.	3	3	.	1	.	.	.	1	1	2	1	.	.	.	.	.	.	.	.	.	.	.
37,	.	1	1	4	2	4	3	.	.	.	2	.	1	.	1	.	.	.	1	.	1	1	2	1
38,	.	1	.	1	4	2	.	.	.	1	5	5	4	2	1	.	.	.	.	1	2	1	.	.
39,	.	1	2	.	1	2	.	.	.	.	.	1	1	.	1	.	.	.	.	.	1	.	.	.
40,	.	3	2	.	1	3	2	.	.	1	1	2	2	1	1	.	.	.	.	.	1	2	.	.
41,	.	1	4	.	.	2	.	.	.	.	1	.	.	.	1	1	1	.	.	.	1	.	.	.
42,	.	2	3	.	1	.	.	.	.	.	2	1	3	.	2	.	.	.	.	.	.	.	.	.
43,	.	3	5	2	4	4	1	1	2	3	2	4	2	.	1	.	.	.	.	1	2	1	2	2
44,	.	1	5	1	3	.	1	3	.	.	.	1	2	1	.	1	.	.	.	.	.	.	1	1
45,	2	1	7	1	.	1	.	.	1	.	.	2	1	1	1	.	.	.	.	2	1	.	.	1
46,	1	1	5	3	2	2	.	.	.	3	12	4	4	3	2	1	.	1	6	7	4	10	2	.
47,	.	2	1	2	2	.	3	2	.	.	2	1	.	.	.	.	.	.	.	.	.	.	.	.
48,	2	2	3	5	7	2	1	1	.	1	2	2	3	1	1	.	.	.	1	.	.	.	.	1
49,	1	3	6	1	2	1	.	.	.	1	.	1	1	.	1	.	.	1	1	.	.	1	.	1
50,	1	3	3	1	2	2	.	.	.	2	2	2	.	.	.	.	.	.	.	.	1	.	.	.
51,	.	2	2	.	3	1	.	.	.	.	2	.	.	4	.	.	.	.	2	2	2	.	.	.
52,	1	3	4	5	4	.	.	1	2	3	9	8	4	3	.	.	.	.	2	5	5	2	2	.
53,	1	3	.	3	12	2	.	.	.	.	4	3	.	1	1	.	.	.	1	.	1	.	.	.
54,	.	1	2	.	1	.	1	.	.	.	4	.	1	.	.	.	.	.	.	.	1	.	1	.
55,	.	3	4	6	5	2	.	.	.	.	1	4	1	2	1	.	.	.	.	.	.	2	.	2
56,	.	4	7	4	2	1	5	.	1	.	2	.	2	2	.	.	.	.	1	.	.	.	.	1
57,	.	2	5	1	3	1	1	.	.	.	2	1	5	.	1	.	.	.	.	.	1	.	1	1
58,	.	2	3	2	1	.	.	.	.	.	2	.	.	.	.	.	1	.	.	.	1	1	.	.
59,	.	2	4	3	5	.	2	.	1	.	2	1	2	.	2	2	.	.	.	1	2	2	.	.
60,	.	7	7	8	.	.	.	1	.	3	8	3	4	3	3	1	1	1	4	3	2	.	1	.
Total,	30	95	170	110	123	60	33	17	16	35	120	88	87	49	39	14	8	8	53	42	66	56	30	30
	638, or 11·6 per cent.								448, or 8·1 per cent.								293, or 5·3 per cent.							

* No returns.

TABLE No. 13.—Exhibiting the Classification of 5,508 National Schools in Fifty-nine School Districts as regards Annual Payments to their Teachers from *all* Local Sources whatever.

Number of District.	Total Number of Schools returned.	Number of Schools respectively whose Income from Local Sources													Annual Average Amount for all Schools returned.			Annual Average Amount for Pupils in Average Daily Attendance.		
		Is nothing.	Is under £1.	Is £1 but under £2.	Is £2 but under £3.	Is £3 but under £5.	Is £5 but under £7.	Is £7 but under £10.	Is £10 but under £15.	Is £15 but under £20.	Is £20 but under £25.	Is £25 but under £30.	Is £30 and over £30.		£	s.	d.	£	s.	d.
1,	85	12	6	22	11	17	6	3	5	3	.	.	.		3	9	1	0	2	2
2,	80	2	3	6	7	11	16	5	16	4	6	1	3		9	0	10¼	0	4	8¾
3,	91	.	3	6	8	25	8	11	16	9	3	1	1		8	0	3	0	4	5½
4,	111	1	6	7	12	23	19	16	17	6	2	1	1		6	15	9	0	3	8¼
5,	110	.	.	4	11	19	24	25	21	2	2	2	.		7	13	8½	0	3	10½
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.							
7,	133	.	12	12	12	25	18	18	12	12	9	2	1		7	14	10¼	0	4	9½
8,	134	1	.	3	5	12	13	22	36	16	12	7	7		15	0	0	0	4	1
9,	88	.	.	.	1	11	16	15	17	10	6	4	8		15	17	0	0	5	1
10,	107	1	.	.	2	6	18	17	23	15	7	7	11		14	13	3	0	5	9¼
11,	96	4	10	16	10	16	15	13	6	3	1	.	2		5	12	1	0	3	4
12,	116	4	24	30	16	13	10	8	6	.	2	2	1		4	2	3½	0	2	2
13,	92	2	11	32	14	16	10	1	3	1	.	2	.		3	7	1¾	0	2	2
14,	94	.	4	32	16	21	5	7	6	1	1	.	1		4	4	0	0	2	8
15,	121	7	7	17	17	34	13	13	5	4	2	1	1		5	6	8	0	3	3½
16,	140	.	3	7	14	25	19	17	21	18	5	4	7		9	18	10	0	4	5
17,	114	.	3	2	2	20	20	22	22	14	4	2	3		9	16	9	0	5	1¼
18,	102	1	7	18	19	21	12	8	10	5	1	.	.		5	5	9	0	3	1
19,	93	1	4	2	10	9	20	19	17	9	2	.	.		6	4	9½	0	2	11¼
20,	87	31	16	13	7	4	5	1	1	5	1	2	1		3	4	2	0	2	0¼
21,	102	9	16	18	13	24	9	7	1	4	1	.	.		3	9	3¼	0	1	4½
22,	117	7	7	19	27	30	9	7	6	1	2	.	2		4	7	6¾	0	1	10¾
23,	124	6	26	28	30	15	7	9	3	.	.	.	.		2	12	3	0	1	6½
24,	112	2	15	16	19	24	16	6	11	3	.	.	.		4	14	2¼	0	2	8
25,	94	1	.	8	6	17	16	18	16	5	4	2	1		8	7	3¼	0	3	9¼
26,	72	22	8	11	5	6	12	5	3	.	.	.	.		2	1	8½	0	1	5
27,	104	2	17	24	9	25	12	4	9	.	1	.	1		4	2	9	0	1	10¾
28,	118	3	17	47	14	19	6	4	3	.	3	2	.		3	14	0	0	1	11
29,	95	.	1	6	13	28	25	11	6	1	3	.	1		4	19	6¼	0	2	10½
30,	68	1	.	1	3	6	7	10	23	7	7	1	2		11	8	5	0	4	0¾
31,	109	2	29	26	24	14	7	2	5	.	.	.	.		2	11	6	0	1	5
32,	82	4	8	5	9	15	15	12	8	6	.	.	.		5	15	3	0	2	4½
33,	99	.	8	15	20	31	10	10	2	.	1	1	1		4	7	2½	0	2	1¾
34,	56	7	6	16	7	6	4	4	4	1	.	.	1		3	18	4¼	0	1	11¾
35,	79	2	5	21	11	21	9	4	3	3	.	.	.		3	17	2	0	1	6½
36,	76	1	3	13	13	18	9	7	6	1	3	.	2		6	6	4	0	1	9
37,	89	.	1	10	10	21	11	14	10	4	3	4	1		7	16	3	0	4	11
38,	61	20	.	.	.	1	4	6	16	3	8	1	2		7	19	11½	0	1	7
39,	73	2	2	9	13	19	12	7	6	1	2	.	.		5	5	3½	0	2	6½
40,	84	2	3	10	7	20	10	9	11	5	4	2	1		7	12	9¾	0	3	6
41,	70	56	.	.	2	.	3	1	3	4	1	.	.		1	19	8½	0	1	0
42,	73	3	2	7	15	19	10	7	9	.	1	.	.		4	17	2¾	0	2	2½
43,	108	1	2	6	10	29	16	19	16	9	.	.	.		5	3	0½	0	2	5
44,	78	.	7	8	5	23	12	12	5	5	1	.	.		5	7	10½	0	2	8
45,	98	.	5	7	13	26	21	13	9	2	1	1	.		5	15	11¾	0	2	2
46,	103	.	.	1	5	6	14	13	26	21	7	6	4		12	18	8½	0	4	1¾
47,	78	1	6	6	7	23	14	9	1	6	4	.	1		3	17	1	0	1	8¾
48,	81	1	4	5	8	7	12	14	14	10	4	2	.		9	5	7¾	0	3	6¾
49,	87	.	2	3	14	19	16	16	12	2	.	3	.		6	15	4	0	3	1½
50,	72	3	2	7	8	15	13	13	9	2	.	.	.		5	13	2¾	0	3	1½
51,	78	3	2	3	8	21	12	3	11	5	1	.	4		8	0	2	0	2	2¾
52,	95	.	.	.	3	8	13	15	35	13	7	.	1		10	19	2	0	3	9
53,	72	.	.	3	4	18	9	18	10	4	3	2	1		8	3	11½	0	3	10¼
54,	81	5	6	8	11	24	13	6	6	1	.	.	1		4	13	6	0	1	11½
55,	90	.	2	7	11	16	21	18	9	2	2	1	1		6	16	5¾	0	2	6
56,	84	1	2	8	6	15	17	23	5	6	1	.	.		6	14	8¼	0	2	7½
57,	82	2	.	5	6	22	15	17	11	1	2	.	1		6	15	4¾	0	1	11¼
58,	87	1	4	16	9	21	17	9	4	2	2	.	2		5	13	3½	0	2	8¾
59,	89	7	3	4	10	15	15	14	12	3	1	2	3		7	7	3	0	3	2
60,	94	.	.	.	3	10	13	21	23	11	7	4	2		12	0	0	0	4	1½
Total,	5,508	244	340	636	605	1025	753	663	642	291	153	72	84		—			—		
Per cent.,	.	4·4	6·2	11·5	11·0	18·6	13·7	12·0	11·7	5·3	2·8	1·3	1·5		—			—		

* No returns.

TABLE No. 14.—Exhibiting the Division of the 5,508 Schools of preceding

Number of District.	Total Number of Schools returned.	Number of Schools, under each respective head of *Income* from *all*																		
		Is nothing.								Is under £1.								Is £1		
		Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.
1,	85	1	3	6	1	1	.	.	.	1	2	.	1	.	1	1	.	8	4	12
2,	80	1	.	.	1	.	.	.	.	.	2	1	.	.	.	.	.	1	.	5
3,	91	.	.	.	.	.	.	.	.	.	1	2	.	.	.	.	.	1	5	5
4,	111	.	.	.	1	.	.	.	.	1	2	1	2	.	.	.	.	3	8	3
5,	110	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5	5	3
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	.	.	.	.	.	.	.	.	1	4	4	1	.	2	.	.	2	8	7
8,	134	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	3	4	.
9,	88	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.
10,	107	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.
11,	96	.	1	2	1	.	.	.	.	3	2	2	1	1	1	.	.	2	8	10
12,	116	1	2	.	.	.	.	1	.	5	6	11	2	.	.	.	.	9	8	21
13,	92	2	.	.	.	.	.	.	.	2	2	5	.	1	1	.	.	2	13	19
14,	94	.	.	.	.	.	.	.	.	2	.	.	.	.	1	1	.	6	11	15
15,	121	4	1	2	.	.	.	.	.	2	1	3	1	.	.	.	.	9	12	5
16,	140	.	.	.	.	.	.	.	.	.	1	.	2	.	.	.	.	4	7	8
17,	114	.	.	.	.	.	.	.	.	.	1	.	.	1	1	.	.	1	.	2
18,	102	1	.	.	.	.	.	.	.	3	1	2	1	.	.	.	.	9	10	13
19,	93	.	.	1	.	.	.	.	.	2	2	.	.	.	.	.	.	1	5	4
20,	87	7	11	8	5	.	.	.	.	2	10	1	2	1	.	.	.	2	9	5
21,	102	4	1	2	1	1	.	.	.	2	9	2	2	.	.	1	.	1	9	10
22,	117	4	2	.	.	1	.	.	.	2	.	3	1	1	.	.	.	3	13	15
23,	124	1	1	4	.	.	.	.	.	.	10	14	1	1	.	.	.	6	14	20
24,	112	1	1	.	.	.	.	.	.	4	5	3	1	1	1	.	.	2	10	14
25,	94	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	2	4	6
26,	72	8	9	3	2	.	.	.	.	4	1	3	.	.	.	.	.	3	5	3
27,	104	1	1	.	.	.	.	.	.	5	4	6	2	.	.	.	.	5	6	14
28,	118	1	.	2	.	.	.	.	.	4	3	7	2	1	.	.	.	9	17	23
29,	95	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	1	7	8
30,	68	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.	4
31,	109	.	2	.	.	.	.	.	.	7	8	9	4	1	.	.	.	9	7	23
32,	82	1	1	2	.	.	.	.	.	2	2	2	.	1	1	.	.	2	2	8
33,	99	.	.	.	.	.	.	.	.	2	3	1	2	.	.	.	.	2	10	11
34,	56	4	1	2	.	.	.	.	.	.	2	3	1	.	.	.	.	6	2	7
35,	79	.	1	1	.	.	.	.	.	1	2	1	1	.	.	.	.	4	8	13
36,	76	1	.	.	.	.	.	.	.	.	1	.	1	1	.	.	.	4	7	8
37,	89	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1	5	6
38,	61	.	2	5	6	4	2	.	1	.	.	.	.	.	.	.	.	.	.	.
39,	73	.	1	1	.	.	1	.	.	1	1	.	.	.	.	.	.	4	7	7
40,	84	1	.	.	.	1	.	.	.	2	.	1	.	.	.	.	.	2	9	.
41,	70	9	17	15	5	5	3	1	1	.	.	.	.	.	.	.	.	.	.	1
42,	73	3	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.	7	7	7
43,	108	.	1	.	.	.	.	.	.	.	.	.	2	.	.	.	.	2	6	4
44,	78	.	.	.	.	.	.	.	.	3	.	2	1	1	.	.	.	1	2	6
45,	98	.	.	.	.	.	.	.	.	2	.	2	.	1	.	.	.	7	6	5
46,	103	.	.	.	.	.	.	.	.	.	.	.	2	.	.	.	.	.	1	4
47,	78	.	1	.	.	.	.	.	.	.	1	2	2	.	.	1	.	1	4	5
48,	81	.	1	.	.	.	.	.	.	1	1	.	1	1	.	.	.	3	1	4
49,	87	.	.	.	.	.	.	.	.	.	1	.	.	1	.	.	.	4	4	6
50,	72	1	1	.	.	1	.	.	.	2	.	.	.	.	.	.	.	2	5	5
51,	78	1	.	1	.	1	.	.	.	.	.	2	.	.	.	.	.	1	2	2
52,	95	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1
53,	72	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2	2	2
54,	81	1	.	3	.	.	.	1	.	.	3	2	1	.	.	.	.	3	9	4
55,	90	.	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.	5	3	4
56,	84	.	.	1	.	.	.	.	.	1	.	1	.	.	.	.	.	3	4	5
57,	82	.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	2	1	4
58,	87	.	.	.	1	.	.	.	.	2	1	.	1	.	.	.	.	6	6	4
59,	89	.	.	2	.	.	2	3	.	.	1	1	.	1	.	.	.	.	3	6
60,	94	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2
Total,	5,508	60	63	66	24	15	8	6	2	74	96	101	39	17	9	4	.	181	327	418
Per cent.	.	244, or 4·4 per cent.								340, or 6·2 per cent.								1,241, or		

* No returns.

Table, No. 13, in connexion with the rank of their Teachers.

Local Sources, divided according to the rank of their several Teachers.																									No. of District.
but under £3.					Is £3 but under £5.								Is £5 but under £7.												
II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.					
5	3	.	.	1	2	6	4	4	1	.	.	.	1	2	2	.	.	1	.	.					1
4	2	1	.	.	.	2	3	4	1	1	.	.	2	1	5	6	1	1	.	.					2
1	1	1	.	.	3	8	5	6	2	.	1	.	1	.	2	3	2	.	.	.					3
.	3	2	.	.	.	10	7	4	2	.	.	.	3	3	4	5	2	1	1	.					4
2	.	.	.	.	5	6	4	3	1	.	.	.	3	5	9	3	2	1	.	1					5
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.					*6
1	5	1	.	.	6	2	11	4	1	1	.	.	1	4	3	5	2	1	2	.					7
1	.	.	.	.	2	3	5	2	.	.	.	.	.	.	6	5	1	1	.	.					8
.	.	.	.	.	5	2	2	2	.	.	.	.	1	2	5	5	2	.	.	1					9
1	.	.	.	.	1	1	1	2	1	.	.	.	2	5	3	5	3	.	.	.					10
2	3	1	.	.	1	3	4	2	4	2	.	.	2	1	6	3	1	1	1	.					11
3	4	1	.	.	.	4	5	1	2	1	.	.	.	1	3	2	4	.	.	.					12
7	3	2	.	.	.	8	3	4	1	.	.	.	.	4	.	2	.	2	2	.					13
6	4	4	1	1	3	4	7	2	2	2	1	.	.	2	.	2	.	1	.	.					14
5	2	1	.	.	4	6	10	7	5	1	1	.	3	3	1	3	2	1	.	.					15
2	.	.	.	.	3	10	7	3	2	.	.	.	2	3	6	1	4	2	1	.					16
1	.	.	.	.	1	8	4	3	4	.	.	.	3	3	7	3	4	.	.	.					17
4	1	.	.	.	1	5	10	2	2	1	.	.	1	4	2	4	.	1	.	.					18
1	.	1	.	.	1	5	1	1	.	1	.	.	3	6	5	3	2	1	.	.					19
2	2	.	.	.	.	.	2	1	1	.	.	.	.	2	.	3	.	.	.	.					20
6	4	1	.	.	2	4	9	5	3	1	.	.	.	4	.	2	1	1	1	.					21
7	5	.	3	.	1	6	9	7	5	1	.	1	.	2	3	2	2	.	.	.					22
10	6	2	.	.	1	.	5	.	8	1	.	.	.	.	4	1	.	1	.	1					23
4	4	.	1	.	3	2	7	7	4	1	.	.	2	1	5	2	4	.	2	.					24
.	2	.	.	.	.	6	7	2	1	1	.	.	.	2	4	4	3	1	2	.					25
4	1	.	.	.	1	2	1	.	2	.	.	.	.	3	5	3	1	.	.	.					26
6	2	.	.	.	1	5	7	4	6	1	1	.	.	5	1	4	2	.	.	.					27
7	3	2	.	.	1	6	9	.	3	.	.	.	.	.	2	2	1	1	.	.					28
2	1	.	.	.	.	4	9	6	6	2	1	.	.	6	9	5	3	.	1	1					29
.	.	.	.	.	2	2	1	1	.	.	.	.	1	.	1	2	3	.	.	.					30
5	4	1	1	.	2	5	3	2	.	2	.	.	.	.	1	1	3	2	.	.					31
2	.	.	.	.	2	2	7	2	1	1	.	.	1	3	9	2	.	.	.	.					32
7	3	2	.	.	2	4	15	5	5	.	.	.	2	2	2	2	2	.	.	.					33
5	1	2	.	.	2	1	3	.	.	.	.	.	.	1	1	1	1	.	.	.					34
5	1	1	.	.	4	6	6	4	1	.	.	.	.	3	2	3	.	.	.	1					35
1	4	2	.	.	1	6	5	2	3	.	1	.	1	.	4	.	3	.	1	.					36
7	1	.	.	.	2	3	8	6	1	1	.	.	.	1	2	4	3	1	.	.					37
.	.	.	.	.	.	.	.	.	1	.	.	.	.	1	1	1	.	1	.	.					38
3	1	.	.	.	.	5	8	3	1	1	1	.	.	4	3	3	.	1	.	1					39
4	2	.	.	.	2	5	10	1	2	.	.	.	.	.	6	1	2	1	.	.					40
1	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1	.	.	.	.					41
.	1	.	.	.	.	4	9	3	2	.	1	.	1	2	1	2	3	1	.	.					42
3	1	.	.	.	5	10	4	5	3	1	1	.	1	2	7	4	2	.	.	.					43
4	.	.	.	.	1	4	10	4	4	.	.	.	2	.	4	2	2	1	.	1					44
1	1	.	.	.	7	8	6	3	2	.	.	.	2	6	5	5	1	1	1	.					45
.	1	.	.	.	1	2	3	.	.	.	.	.	.	7	4	2	1	.	.	.					46
2	1	.	.	.	2	2	7	2	8	2	.	.	1	1	5	3	2	1	1	.					47
4	1	.	.	.	.	2	3	.	2	.	.	.	.	3	6	1	1	1	.	.					48
2	.	.	1	.	2	5	4	5	1	2	.	.	2	4	3	3	2	1	.	1					49
3	.	.	.	.	1	5	2	5	2	.	.	.	2	2	3	5	1	.	.	.					50
3	2	1	.	.	3	7	4	3	3	1	.	.	2	4	2	3	.	.	.	1					51
2	.	.	.	.	1	5	1	.	1	.	.	.	3	2	5	2	1	.	.	.					52
.	.	1	.	.	1	3	9	4	1	.	.	.	.	1	5	1	.	2	.	.					53
3	.	.	.	.	3	8	11	1	1	.	.	.	2	3	6	2	.	.	.	.					54
4	1	1	.	.	.	2	11	.	3	.	.	.	4	5	3	4	3	1	1	.					55
1	1	.	.	.	.	9	1	3	1	.	1	.	.	.	5	4	3	3	2	.					56
2	1	1	.	.	2	3	8	4	3	.	1	1	2	1	7	1	1	2	.	1					57
3	3	1	2	.	1	9	7	2	2	.	.	.	3	3	10	1	.	.	.	.					58
2	3	.	.	.	2	5	3	3	1	1	.	.	.	.	9	3	3	.	.	.					59
.	.	.	.	.	2	3	4	1	.	.	.	.	.	3	5	3	2	.	.	.					60
173	95	33	9	2	101	263	331	162	125	30	11	2	62	139	230	160	94	39	19	10					
22·5 per cent.					1,025 or 18·6 per cent.								753, or 13·7 per cent.												

* No returns.

TABLE No. 14.—Exhibiting the Division of the 5,508 Schools of preceding

Number of District.	Number of Schools, under each respective head of *Income* from *all*																					
	Is £7 but under £10.								Is £10 but under £15.								Is £15					
	Prob.	III^2.	III^1.	II^2.	II^1.	I^3.	I^2.	I^1.	Prob.	II^2.	II^1.	II^2.	II^1.	I^3.	I^2.	I^1.	Prob.	III^2.	III^1.	II^2.		
1,	.	.	2	.	.	1	.	.	.	.	2	2	.	1	.	.	.	.	2	1		
2,	1	1	2	.	1	.	.	.	.	2	5	7	1	.	1	.	1	.	1	1		
3,	1	.	3	6	1	.	.	.	.	3	4	6	1	2	.	.	1	1	1	2		
4,	.	3	6	3	3	.	1	.	2	2	6	4	1	2	.	.	.	1	1	.		
5,	1	7	5	5	4	3	.	.	1	1	3	4	4	5	1	2	.	.	.	1		
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.		
7,	1	2	3	5	4	1	1	1	1	2	5	1	1	2	.	.	1	.	.	2		
8,	1	2	7	8	2	2	.	.	2	6	10	5	5	5	2	1	1	.	3	3		
9,	2	.	5	3	1	3	1	.	.	2	5	1	7	1	.	1	.	1	4	1		
10,	1	2	9	1	3	.	.	1	2	3	12	3	3	.	.	.	1	.	4	2		
11,	3	3	2	1	2	.	1	1	.	.	4	.	1	.	1	.	1	.	.	2		
12,	.	1	3	.	3	1	.	.	1	.	1	2	1	1	.	.	.	.	.	.		
13,	.	.	.	.	1	.	.	.	.	.	.	1	2	.	.	.	.	.	.	.		
14,	1	1	.	3	1	1	.	.	.	.	2	2	1	1	.	.	.	.	.	.		
15,	4	3	3	1	1	.	1	.	.	1	2	1	.	1	.	.	3	.	.	1		
16,	1	2	4	3	3	.	3	1	1	4	3	6	4	2	1	.	1	1	3	5		
17,	2	3	6	2	2	6	.	1	3	4	7	2	2	2	1	1	.	2	5	1		
18,	1	1	1	.	3	1	1	.	2	2	1	1	3	.	1	.	.	.	2	.		
19,	1	5	4	7	1	.	1	.	.	2	6	3	3	1	.	2	1	.	3	3		
20,	.	.	.	1	.	.	.	.	.	.	.	.	1	.	.	.	1	3	1	.		
21,	1	1	3	.	1	1	.	.	.	.	1	.	.	.	.	.	.	.	.	.		
22,	.	.	1	3	1	1	1	.	.	1	1	.	2	1	1	.	.	.	.	.		
23,	.	.	3	2	4	.	.	.	.	.	2	.	.	.	1	.	.	.	.	.		
24,	.	2	.	3	.	.	1	.	1	.	4	2	3	.	1	.	.	.	.	.		
25,	.	1	6	4	2	.	4	1	1	.	3	4	3	4	1	.	.	.	2	2		
26,	.	1	1	.	2	1	.	.	.	.	1	1	1	.	.	.	.	.	.	.		
27,	.	1	1	1	1	.	.	.	.	.	4	2	.	2	1	.	.	.	.	.		
28,	.	.	1	2	1	.	.	.	.	.	.	.	1	.	2	.	.	.	.	.		
29,	.	2	2	3	3	.	1	.	1	1	2	.	2	.	.	.	.	.	.	.		
30,	2	1	4	.	2	1	.	.	1	3	3	4	7	4	1	.	.	.	.	.		
31,	.	.	1	1	.	.	.	.	1	1	2	.	1	.	.	.	.	.	1	2		
32,	1	4	5	1	1	.	.	.	.	2	4	.	1	.	1	.	.	2	.	.		
33,	.	3	2	1	3	1	.	.	.	.	.	1	1	.	.	.	.	.	.	.		
34,	.	.	2	2	.	.	.	.	.	.	.	3	1	.	.	.	.	.	.	.		
35,	.	.	1	1	1	1	.	.	.	.	.	2	.	.	.	.	.	.	.	2		
36,	.	.	4	3	.	.	.	.	.	1	1	2	1	1	.	.	.	.	.	.		
37,	.	1	2	2	2	5	2	.	.	2	3	1	4	1	2	.	.	1	2	.		
38,	1	.	1	1	2	1	.	.	.	2	3	5	1	1	1	.	.	.	1	2		
39,	2	1	1	.	1	2	.	.	.	.	2	1	1	4	1	.	.	.	.	.		
40,	1	3	1	2	1	1	.	.	.	1	2	2	1	1	1	.	.	.	1	1		
41,	.	1	.	.	.	.	.	.	.	.	.	1	1	.	1	.	.	1	1	.		
42,	.	2	3	1	1	.	.	.	.	.	3	1	3	.	2	.	.	.	.	.		
43,	.	4	5	2	3	3	1	1	2	3	2	4	4	1	.	.	.	1	.	1		
44,	.	1	5	1	2	.	1	2	.	.	.	1	2	1	1	1	.	.	.	.		
45,	2	1	7	1	.	2	.	.	1	.	2	2	1	2	1	.	.	1	.	.		
46,	1	1	4	3	2	2	.	.	.	3	11	4	3	3	2	.	.	1	8	6		
47,	.	2	1	2	.	1	1	2	.	.	1	.	.	.	.	.	.	.	1	.		
48,	.	1	6	1	5	1	.	.	.	.	5	2	6	2	1	.	1	1	1	1		
49,	2	3	7	1	2	1	.	.	.	2	.	2	2	4	2	.	.	.	1	.		
50,	1	5	3	1	1	2	.	.	.	2	2	2	2	1	.	.	.	.	.	.		
51,	.	2	3	.	2	1	.	.	.	1	2	.	1	6	1	.	.	.	.	2		
52,	.	3	5	4	2	.	.	1	2	4	11	10	5	3	.	.	1	1	2	5		
53,	1	3	1	3	8	2	.	.	.	.	4	2	3	1	.	.	.	.	2	.		
54,	.	1	2	1	1	.	1	.	.	.	5	.	1	.	.	.	.	.	.	.		
55,	3	.	4	5	5	1	.	.	.	.	1	5	1	1	1	.	.	.	.	.		
56,	.	4	6	5	2	1	5	.	1	.	1	.	2	1	.	.	.	.	3	.		
57,	.	2	5	3	4	1	2	.	.	.	4	.	6	.	1	.	.	.	.	1		
58,	.	2	3	4	.	.	.	.	.	1	2	1	.	1	.	.	.	.	2	.		
59,	.	2	2	3	5	.	2	.	1	.	3	2	2	1	2	1	.	.	2	.		
60,	.	7	7	6	.	.	.	1	.	3	8	5	4	1	2	.	1	.	2	4		
Total,	39	104	186	128	109	52	32	13	27	67	184	126	121	69	39	9	15	17	60	55		
Per cent.	663, or 12·0 per cent.								642, or 11·7 per cent.								291, or					

* No returns.

Table, No. 13, in connexion with the rank of their Teachers—*continued.*

Local Sources, divided according to the rank of their several Teachers.

but under £20.				Is £20 but under £30.								Is £30 and over £30.								No. of District.
II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	Prob.	III².	III¹.	II².	II¹.	I³.	I².	I¹.	
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1
.	.	1	.	.	.	3	1	2	.	1	.	.	.	.	1	2	.	.	.	2
2	2	.	.	1	.	1	.	1	1	.	.	.	.	.	.	.	1	.	.	3
3	1	.	.	.	.	.	1	.	1	1	.	.	.	.	.	.	1	.	.	4
.	.	.	1	.	.	2	2	.	.	.	.	.	.	.	.	.	.	.	.	5
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*6
6	2	1	.	2	3	1	1	1	2	.	1	.	.	.	.	1	.	.	.	7
5	3	.	1	.	1	3	4	6	5	.	.	.	.	.	.	1	3	.	3	8
1	2	1	.	.	.	2	1	3	1	.	3	.	.	.	.	1	2	3	2	9
5	1	.	2	.	1	1	.	4	3	2	3	.	.	1	.	3	2	2	3	10
.	.	.	.	.	.	.	.	.	.	1	.	.	1	1	.	.	.	.	.	11
.	.	.	.	.	.	.	1	.	2	.	1	.	.	.	.	1	.	.	.	12
1	.	.	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	.	.	13
1	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	1	.	.	14
.	.	.	.	.	.	.	1	1	.	1	.	.	.	.	.	.	.	.	1	15
3	2	1	2	.	.	2	1	5	1	.	.	.	.	.	.	1	3	2	1	16
.	5	1	.	.	.	.	1	2	1	1	1	.	.	.	.	1	1	1	.	17
2	.	.	1	.	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	18
.	1	1	.	.	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	19
.	.	.	.	.	.	1	1	.	1	.	.	.	.	.	.	1	.	.	.	20
1	1	.	2	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	21
1	.	.	.	.	.	1	.	1	.	.	.	.	1	.	.	.	.	1	.	22
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23
.	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	24
1	.	.	.	.	1	.	1	1	.	3	.	.	.	.	.	.	1	.	.	25
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	26
.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	1	.	.	27
.	.	.	.	.	.	2	2	.	.	1	.	.	.	.	.	.	.	.	.	28
1	.	.	.	.	1	.	1	.	1	.	.	.	.	1	.	.	.	.	.	29
4	.	.	.	1	.	.	.	1	2	3	1	.	.	.	.	.	1	1	.	30
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	31
2	1	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	32
.	.	.	.	.	.	.	.	1	.	.	1	.	1	.	.	.	.	.	.	33
.	.	1	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	34
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	35
1	.	.	.	.	.	.	.	1	2	.	.	1	.	.	1	.	.	.	.	36
1	.	.	.	.	.	.	1	2	1	1	2	.	.	.	.	.	.	1	.	37
.	.	.	.	1	.	1	1	2	2	1	1	1	.	.	.	.	.	1	.	38
.	.	1	.	.	.	.	1	1	.	.	.	.	.	.	.	.	.	.	.	39
1	.	2	.	2	.	.	.	1	3	.	.	.	.	.	.	.	1	.	.	40
1	1	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	41
.	.	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	.	42
2	2	2	2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	43
2	1	1	.	.	.	.	.	.	.	.	1	.	.	.	.	.	.	.	.	44
.	1	.	1	.	.	.	.	2	.	.	.	.	.	.	.	.	.	.	.	45
2	3	1	.	.	.	1	1	4	6	1	.	.	.	.	.	.	3	.	1	46
2	.	2	1	.	.	.	2	.	.	2	.	.	.	.	.	.	.	.	1	47
2	1	1	2	.	1	1	1	.	2	1	.	.	.	.	.	.	.	.	.	48
1	.	.	.	.	1	.	.	.	1	.	1	.	.	.	.	.	.	.	.	49
2	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	50
3	.	.	.	.	.	1	.	.	.	.	.	.	.	1	.	1	1	.	1	51
3	1	.	.	.	.	.	1	3	2	1	.	.	.	.	.	.	.	1	.	52
2	.	.	.	.	.	.	1	2	.	2	.	.	.	.	.	.	.	1	.	53
1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	54
.	1	.	1	.	.	.	.	.	3	.	.	.	.	.	.	.	.	.	1	55
.	2	.	1	.	.	.	1	.	.	.	.	.	.	.	.	.	.	.	.	56
.	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.	.	.	.	1	57
1	1	.	.	1	.	.	.	.	1	.	.	1	.	.	.	1	.	.	.	58
.	.	.	1	.	1	.	.	1	1	.	.	.	.	1	.	1	1	.	.	59
2	1	.	1	.	1	4	2	2	.	2	.	.	.	.	.	.	1	1	.	60
69	37	19	19	8	11	27	35	52	47	28	17	4	3	5	2	15	24	16	15	
5·3 per cent.				225, or 4·1 per cent.								84, or 1·5 per cent.								

* No returns.

TABLE No. 15.—Exhibiting Classification of 5,947 National Schools, in Fifty-nine School Districts, as to observance of Cleanliness, Neatness, and Order.

Number of District.	Total Number of Schools returned.	Number of Schools, respectively, which, in regard to											
		Premises, are				School-rooms, are				Children, their persons and habits, are			
		Good.	Fair.	Mid.	Bad or None.	Good.	Fair.	Mid.	Bad.	Good.	Fair.	Mid.	Bad.
1,	86	24	1	1	60	28	44	14	.	22	41	23	.
2,	80	24	15	12	29	42	23	11	4	20	32	24	4
3,	97	31	30	11	25	56	35	6	.	51	45	1	.
4,	117	47	28	17	25	58	37	22	.	65	31	21	.
5,	114	14	18	12	70	82	22	7	3	60	32	18	4
6,*	.	.	.	.	.	.	.	.	.	.	.	.	.
7,	133	33	37	6	57	36	65	17	15	38	47	39	9
8,	134	80	14	30	10	99	35	.	.	99	35	.	.
9,	101	51	22	21	7	53	25	23	.	55	28	18	.
10,	111	37	48	19	7	70	23	15	3	36	54	18	3
11,	99	17	20	4	58	40	44	14	1	20	65	14	.
12,	124	31	12	9	72	59	39	20	6	38	51	31	4
13,	96	5	19	7	65	24	62	8	2	19	66	7	4
14,	100	17	27	2	54	36	50	14	.	39	50	11	.
15,	123	19	20	13	71	30	58	24	11	13	76	29	5
16,	144	75	44	11	14	88	43	9	4	49	79	16	.
17,	114	44	30	8	32	64	44	6	.	70	41	3	.
18,	110	14	9	3	84	53	29	19	9	26	43	29	12
19,	98	6	24	30	38	19	36	40	3	20	37	41	.
20,	95	7	4	2	82	23	51	15	6	23	57	10	5
21,	110	54	9	5	42	87	18	4	1	109	1	.	.
22,	121	17	25	15	64	21	65	28	7	24	63	27	7
23,	132	11	39	28	54	38	42	42	10	16	66	47	3
24,	119	31	44	20	24	42	60	15	2	46	55	14	4
25,	108	39	39	.	30	64	43	1	.	79	24	.	5
26,	75	23	28	10	14	21	36	11	7	7	30	38	.
27,	109	6	32	39	32	11	42	48	8	3	29	74	3
28,	123	28	29	4	62	24	39	56	4	14	40	69	.
29,	95	57	27	11	.	57	28	10	.	53	32	10	.
30,	68	20	20	16	12	35	27	6	.	14	25	20	9
31,	114	16	11	2	85	36	70	7	1	34	77	2	1
32,	85	40	1	3	41	28	22	20	15	32	21	23	9
33,	107	42	41	14	10	55	43	8	1	23	77	6	1
34,	69	17	23	7	22	16	30	20	3	3	27	25	14
35,	88	38	25	18	7	39	25	22	2	22	36	30	.
36,	92	26	23	7	36	39	31	15	7	37	32	17	6
37,	98	23	28	15	32	64	22	9	3	68	15	15	.
38,	75	47	11	11	6	54	12	5	4	42	18	11	4
39,	79	18	33	2	26	39	30	9	1	30	39	10	.
40,	92	21	15	11	45	46	16	22	8	50	19	20	3
41,	89	19	25	15	30	37	24	18	10	40	28	21	.
42,	80	21	21	16	22	23	28	22	7	21	27	23	9
43,	113	33	16	4	60	19	93	1	.	18	94	1	.
44,	86	35	20	5	26	31	27	25	3	38	29	19	.
45,	104	17	27	21	39	25	47	26	6	15	60	29	.
46,	107	33	43	20	11	42	60	5	.	25	73	9	.
47,	87	37	24	25	1	38	21	26	2	37	26	23	1
48,	88	36	16	8	28	40	33	14	1	45	40	3	.
49,	101	36	21	5	39	57	31	8	5	67	30	2	2
50,	95	18	24	29	24	18	43	32	2	45	43	7	.
51,	91	34	33	10	14	49	20	20	2	35	49	7	.
52,	105	48	22	10	25	58	30	14	3	56	39	10	.
53,	84	52	3	.	29	84	.	.	.	83	.	.	1
54,	93	32	25	15	21	49	17	17	10	49	18	16	10
55,	94	16	32	12	34	16	36	26	16	10	29	43	12
56,	100	13	39	9	39	44	39	8	9	41	43	10	6
57,	98	59	13	13	13	68	8	18	4	58	18	18	4
58,	91	32	21	27	11	27	48	15	1	2	77	12	.
59,	92	14	16	4	58	28	40	14	10	25	25	30	12
60,	114	13	76	3	22	51	61	1	1	51	61	.	2
Total,	5,947	1,748	1,442	707	2,050	2,580	2,172	952	243	2,230	2,445	1,094	178
Per cent.,	.	29·4	24·2	11·9	34·5	43·4	36·5	16·0	4·1	37·5	41·1	18·4	3·0

* No returns.

APPENDIX G.

Appendix G.

Report on Agricultural School Farms.

Report upon National Agricultural School Farms.

General Report for the year 1863, by Thomas Kirkpatrick, Esq., M.D., Inspector of National Agricultural Schools.

Dr. Kirkpatrick.

Albert National Agricultural Institution,
Glasnevin, July 1, 1864.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, my general annual report on the agricultural department of the system of National education for the past year, 1863.

I regret that, owing to the extremely delicate state of my health at present, and for some time past, I have not been able to prepare and transmit my report at an earlier period, or to make it as comprehensive as I could have wished.

In my last report I was under the painful necessity of recording the depressed and disastrous condition to which agricultural industry had been reduced in this country by a cycle of most unpropitious seasons, and in which the Board's school farms, notwithstanding the advantages which they possess in being generally thorough-drained, well manured, and properly cultivated, participated to a very considerable degree. I expressed a hope that a brighter and more cheering future might soon dawn on this country; and it is very gratifying to reflect that the season of 1863 proved much more favourable to the agricultural interests of Ireland than several preceding years had been. The Board's school farms, which, as I have already stated, had shared in the general depression, are participating in the ameliorating influences that have happily set in, and the results of the past year's farming operations show a marked and satisfactory state of progress.

I beg to direct attention to Mr. Brogan's report hereto appended for further information on the working and progress of the several classes of the National agricultural schools and farms, and I also beg to refer to the statements, statistics, &c., in the Appendix to this report, which have been received from the managers of some of the Board's principal agricultural establishments.

Since the date of my last report some important changes have occurred in the agricultural department. In compliance with a desire strongly expressed in Parliament for a reduction being made in the yearly expenditure connected with the working of this branch of the system of National education, one class of the agricultural schools (the workhouse National agricultural schools) has been struck off the rolls, and that circumstance having diminished the amount of business in the inspection department, the services of one of the Sub-Agricultural Inspectors were no longer required; and Mr. Donaghy, after long and faithful services in the Board's employment, retired, receiving from the Treasury a yearly allowance. The inspection of the National agricultural schools, and farms annexed to them, has devolved upon Mr. Brogan, and I have much pleasure in stating that he has discharged his onerous and increased duties with such zeal and efficiency as justly entitles him to a mark of the Board's appreciation of his services by granting him an increase of his yearly salary.

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The total number of National agricultural schools in connexion on the 31st December, 1863, was eighty-nine, classified as follows :—

Agricultural Schools of the "First Class,"	36
Ditto, do., "Ordinary,"	50
School Gardens,	3
Total,	89

The total number in connexion at the close of the previous year was 134. This great diminution in the numbers is owing to the disconnexion of the workhouse National agricultural schools to which I have already alluded.

The following tables show the names of the several National agricultural schools now in connexion, arranged in their respective classes, with the counties in which they are situated, &c. :—

No. 1.—Nineteen Schools of the "First Class" under the exclusive control of the Commissioners.

School.	County.	School.	County.
Ballymoney,	Antrim.	Gormanstown,	Tipperary.
*Ulster (Belfast),	„	*Albert,	Dublin.
Bailieborough,	Cavan.	*Athy,	Kildare.
*Templedouglas,	Donegal.	Woodstock,	Kilkenny.
Bath,	Monaghan.	*Kilkenny,	„
*Dunmanway,	Cork.	Leitrim,	Leitrim.
*Glandore,	„		
Farrahy,	„	Summary in Provinces.	
*Munster (Cork),	„	Ulster, 5	Total, 19.
*Limerick,	Limerick.	Munster, 9	
Mount Trenchard,	„	Leinster, 4	
Kyle Park,	Tipperary.	Connaught, 1	
*Derrycastle,	„		

All those schools in the above list to which an asterisk is prefixed have their "school farms" worked for the public account; those not so designated having their farms worked for the account of the teacher or agriculturist, as in the following class :—

No. 2—Seventeen Schools of the "First Class" under Local Management.

School.	County.	School.	County.
Ballycarry,	Antrim.	Dromiskin,	Louth.
Larne,	„	Woodpole,	Meath.
Templemoyle,	Londonderry.	Ballinakill,	Galway.
Cornagilta,	Monaghan.	Clonkeenkerl,	„
Loughashe,	Tyrone.	Glanduff,	Roscommon.
Feakle,	Clare.		
Cahersherkin,	„	Summary in Provinces.	
Sallybank,	„	Ulster, 5	Total, 17.
Glengarra,	Waterford.	Munster, 4	
Garryhill,	Carlow.	Leinster, 5	
Piltown,	Kilkenny.	Connaught, 3	
Rahan,	King's.		

No. 3.—Fifty Agricultural Schools of the "Ordinary Class."

School.	County.	School.	County.
*Ballytibbert,	Antrim.	*Tiermoghan,	Kildare.
Taniokey,	Armagh.	Clonmore,	Kilkenny.
Drumbanagher,	"	Whitechurch,	"
Drung,	Cavan.	Ballygloss,	"
Drumkerl,	"	*Ballyegan,	King's.
Termon,	"	Cloontagh,	Longford.
Balleighan,	Donegal.	Rathcline,	"
Carradoan,	"	Ratoath,	Meath.
*Convoy,	"	Ballinvally,	Westmeath.
Tooban,	"	Delgany,	Wicklow.
†Myragh,	"	Castle Hackett,	Galway.
Crieve,	Fermanagh.	Kinvarra,	"
*Tyreghan,	"	Doo Castle,	Mayo.
Ballynenor,	Tyrone.	Brusna,	"
Drumlish,	"	Carragorru,	"
*Drumnafern,	"	Ballymurry,	Roscommon.
Parteen,	Clare.	Cornafulla,	"
Ballanruan,	"	Ballymintan,	"
*Cross,	"	Ballyforan,	"
Clonkeen,	Cork.	Geevagh,	Sligo.
Kildinan,	"	Camphill,	"
Freemount,	"		
Newmarket,	"		
Sneem,	Kerry.		
Dirreendaragh,	"		
Lismore,	Waterford.		
Grange,	"		
Clane,	Kildare.		
Twomilehouse,	"		

SUMMARY IN PROVINCES.

Ulster,	16	Total, 50.
Munster,	11	
Leinster,	12	
Connaught,	11	

Those marked with an asterisk became inoperative during the year, and still remain suspended. That marked thus † was received into connexion during the past year.

There are three school gardens, of which one is conducted in connexion with the Glasnevin Industrial National Schools, one is situated in the county Mayo, and another in the county Roscommon.

The following table exhibits at one view a classified summary of the agricultural schools in connexion at the close of each year for the last twelve years, exclusive of "Workhouse agricultural schools."

Year.	Number of Agricultural Schools.			
	First Class.	Ordinary Class.	School Gardens.	Total.
1852,	27	39	3	69
1853,	33	43	3	79
1854,	35	47	3	85
1855,	37	46	3	86
1856,	37	51	3	91
1857,	39	48	3	90
1858,	42	47	3	92
1859,	38	45	2	85
1860,	36	42	2	80
1861,	36	39	2	77
1862,	36	48	3	87
1863,	36	50	3	89

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From the foregoing statement it will appear that the number of agricultural schools had attained the maximum in 1858, and that it is now 30·4 per cent. greater than it was twelve years ago, in 1852.

The following table exhibits the distribution of the agricultural schools in connexion on the 31st December, 1863, in the various counties and provinces of Ireland :—

Counties.	First Class Agricultural Schools.	Ordinary or Agricultural Schools.	School Gardens.	Total.
Antrim,	4	1	–	5
Armagh,	–	2	–	2
Cavan,	1	3	–	4
Donegal,	1	5	–	6
Down,	–	–	–	–
Fermanagh,	–	2	–	2
Londonderry,	1	–	–	1
Monaghan,	2	–	–	2
Tyrone,	1	3	–	4
Total in Ulster,	10	16	–	26
Clare,	3	3	–	6
Cork,	4	4	–	8
Kerry,	–	2	–	2
Limerick,	2	–	–	2
Tipperary,	3	–	–	3
Waterford,	1	2	–	3
Total in Munster,	13	11	–	24
Carlow,	1	–	–	1
Dublin,	1	–	1	2
Kildare,	1	3	–	4
Kilkenny,	3	3	–	6
King's,	1	1	–	2
Longford,	–	2	–	2
Louth,	1	–	–	1
Meath,	1	1	–	2
Queen's,	–	–	–	–
Westmeath,	–	1	–	1
Wexford,	–	–	–	–
Wicklow,	–	1	–	1
Total in Leinster,	9	12	1	22
Galway,	2	2	–	4
Leitrim,	1	–	–	1
Mayo,	–	3	1	4
Roscommon,	1	4	1	6
Sligo,	–	2	–	2
Total in Connaught,	4	11	2	17

Proposed Extension of Agricultural Education through the medium of the ordinary National Schools.—At an influential meeting of the Cork Agricultural Society, held in the early part of December last, and presided over by Sir George Colthurst, M.P., the important subject of agricultural education was introduced by the Mayor of Cork, J. F. Maguire, Esq., M.P. After alluding to the subject which had been brought before the Committee of the society at one of its preceding meetings, with reference to

the Professorship of Agriculture in the Queen's College, Cork, Mr. Maguire proceeded to dilate upon the propriety of urging upon Government the necessity of extending the system of agricultural education in Ireland. "He had always," he said, "voted for the maximum amount Government proposed for agricultural training, because Ireland was mainly an agricultural country, and he did not think that any sum that was proposed for the purpose of extending the knowledge of a good system of agriculture could be too much." Whilst admitting that such agricultural colleges as that of Cork, and agricultural establishments as that of the Munster Model Agricultural School, were calculated to effect a considerable amount of good, yet he contended that a more extended system of agricultural teaching should be diffused throughout the length and breadth of the land; that, in fact, "agriculture should be made a regular branch of instruction in the ordinary National schools in the country, and that there should be a primer or catechism of agriculture in use in the schools, as of geography, history, or any other subject."

The views expressed by the Mayor were cordially received by the meeting, and a number of the most influential members of the society, and who are also distinguished agriculturists, addressed the meeting in support of Mr. Maguire's suggestions. W. Meade, esq., concurred in what the Mayor had said, and observed that it would be very desirable that some such book as that suggested by him should be introduced in the course of instruction in the National schools; at the same time, he considered that the introduction of such a book as that suggested, would not prove a substitute for the education given by such agricultural schools as that at Glasnevin, Cork, &c.

T. Sarsfield, esq., remarked that he had not the least doubt of the advantage that would follow the introduction of such a system of agricultural instruction into the National schools. He was of opinion that such a course would give the pupils a taste for pursuing the study of agriculture further, and be a means of creating a desire for availing themselves of the benefits which were to be derived from a course of study at the Munster and Glasnevin schools. It appeared to him, he said, marvellous that the Munster Agricultural School was not more extensively availed of than it has been, for he considered it as fine an institution of the kind as could be. Agriculture was taught there in a manner superior to anything that could have been thought of forty years ago.

Messrs. Garde and Dunscombe expressed their entire concurrence in the suggestion of the Mayor, which, if acted upon, would, they thought, tend to imbue the minds of the rising generation with the principles of a correct system of agriculture. In reply to some observations made by Dr. Morrogh and others, the Mayor said, "I mean that agriculture should be made a branch of elementary education—that the masters of National schools should teach it as they would teach anything else. Would it not be more useful than geography, for instance, to the sons of small farmers?"

Professor Murphy said he saw no reason why the broad facts, the rudiments of the science, should not be taught through the medium of the ordinary class reading book. That would cost nothing additional. The pupils could be examined in it, and it would turn their attention to the subject, and, perhaps, make them more anxious to enter the agricultural schools.

Mr. Brogan, in a letter addressed to one of the newspapers, suggested that this society might create a certain number of scholarships to be awarded to persons from the various schools in the country who showed a certain amount of proficiency in agriculture. It occurred to him to suggest to the meeting, whether they might not appropriate a small sum, say £4, to each of such successful pupils, enabling the pupil's father by

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paying £4 more, to send his son for a month to the model school. He would suggest five such scholarships, which would amount only to £20.

The Mayor then proposed the following resolution, which was unanimously adopted:—

"It is the opinion of this society, that in an agricultural country such as Ireland, it would be most advisable that a knowledge of the principles of agriculture should be made an ordinary and essential portion of elementary teaching; and, with this object in view, we would respectfully call upon Government to recommend to the Commissioners of National Education to make such arrangements as to secure, as soon as possible, such teaching in all the rural schools under the Board."

The resolution, in accordance with the wish of the meeting, was transmitted by the Chairman, Sir George Colthurst, to the Irish Chief Secretary, Sir Robert Peel, Bart., and submitted to the Commissioners for their consideration. It is, I feel, almost unnecessary that I should make any allusion to the circumstance that the suggestions contained in the resolution met with the approval of the Board, and that measures are being adopted for the carrying out of the views of the memorialists. The preparation of an agricultural reading book, for use in the National schools throughout the rural districts in Ireland, is now in progress.

Albert Institution.—The working of the Albert Institution during the past year, has been on the whole satisfactory. The competitive examinations of candidates for admission, which were fully referred to in former reports, are still found to work advantageously. The large majority of the successful candidates have been educated at some of the National agricultural schools; and it is gratifying to find that the labours of both the literary and agricultural teachers at those schools are productive of such results.

In consequence of the number of pupils admitted into the Albert Institution being reduced, in compliance with the desire of the Government, some changes required to be made in the cropping, &c., of the Albert Model Farm, all of which shall be fully explained in my next report; and, in the meantime, I beg to direct attention to the statements submitted to me by Messrs. Baldwin and Boyle, and which are annexed to this report, regarding the cropping, &c., of the large and small farms during the past year.

The usual yearly exhibition of farm produce from the Board's school farms was held at the Albert Institution in December last, and, notwithstanding the very unfavourable character of the season for the growth of cereals and green crops, the collections from the several farms were very creditable, and elicited much praise from the gentlemen who kindly awarded the various prizes. The judges were—Dr. Moore, of the Royal Botanic Garden, Glasnevin; W. Goode, Esq., Editor of the *Irish Farmers' Gazette;* and T. Carroll, Esq., Editor of the *Agricultural Review.*

The following notice of the exhibition appeared in the *Agricultural Review*:—

"Exhibition of Farm Produce at the Albert Institution.

"As intimated in our last issue, the Commissioners of Education offered prizes for the best collections of farm produce grown on their model farms. The exposition was held on yesterday, and was on the whole highly creditable. A collection from the Glasnevin farm is the first claiming notice, and whether as regards quality or number of entries, it is very good, comprising no less than sixteen varieties of Swede turnips. The Athy contribution is truly fine, evidencing skill, combined with taste, on the part of the agriculturist. The potatoes of this collection are capital. The Limerick farm contributes some first-rate roots; whilst Cork is not far behind in this respect, and claims highest merit for butter. The Gormanstown farm, rented by Mr. Manly, contributes a fine collection, and the roots are very good. The Ulster farm does not come up to the mark of the others; but there are difficulties to be contended with in this case, the soil being exceedingly intractable.

"The produce of the farms was divided into three classes, the first consisting of that from farms managed for the Commissioners, and here we have placed first, the collection, numbering sixty-seven items, from the Athy District Model Farm, Mr. W. Ledlie, Agriculturist; for second place, Limerick farm collection, forty-seven items, Mr. J. Kenny, Agriculturist; a third prize to Cork farm collection, Mr. D. Cunningham, Agriculturist. The collection sent by Mr. J. Kelcher from the Dunmanway farm, recommended for special prize.

"The second class comprises farms rented from the Commissioners by agriculturists, but managed under the supervision of the Board. The collection from the Gormanstown farm is here first, Mr. Thomas Manly, Agriculturist; Dromiskin farm is second, Mr. Quin, Agriculturist; Garryhill is placed third, Mr. L. Ryan, Agriculturist.

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"The third class is for what is called 'ordinary' agricultural schools; but in this class there is only one entry, which is from Camphill, Mr. J. Donohoe, Agriculturist."

New Poultry-house.—The poultry-house recently erected by the Board of Public Works at the Albert Institution, in accordance with sketches made out by Mr. Baily, the eminent poulterer, of Mount-street, London, is now in full operation, and I am glad to say that it promises, under the careful and judicious management of Mrs. M'Donnell, to fully realize the chief object in view in annexing this department of domestic economy to the Albert Model Farm; that object, I need scarcely remark, was the diffusion of improved breeds of fowls throughout the country. The breeds at present kept are—Dorking, Spanish, Bramah Pootra, Créve Cœur, Houdan, Toulouse geese, and Aylesbury and Rouen ducks—all of which were originally procured from very eminent breeders in England and Scotland.

It is, I think, extremely desirable that plans of the poultry-house should be prepared and lithographed, as numerous applications are received for particulars relative to the building, &c., such as the plans which I suggest would supply.

I hope to be able to submit in my next report some valuable information on this important department of domestic economy, which has been kindly promised by Mr. Baily, whose long and extensive experience eminently qualifies him for throwing much light on the subject. In a letter with which I was recently favoured by Mr. Baily, he says:—

"The poultry question should be looked upon as one of great importance to Ireland. Many thousands of fowl and chickens, large numbers of geese, turkeys, and ducks come every year from Ireland to London; but being of bad breeds, improperly fed, and badly packed, they only bring the lowest prices in the market. The same labour and outlay, if properly directed, might increase the returns thirty per cent."

Munster Agricultural School.—In my last annual report I alluded to various circumstances connected with the Munster National Agricultural School and Farm, and I regret to say that that very valuable and most creditably conducted establishment continued to be made the subject of discussions at public meetings, at which opinions were expressed with reference to the organization and objects of the institution, which were so evidently founded on misconception, and so calculated to do serious detriment to the establishment that it was considered by Mr. Brogan and myself most desirable and necessary that a full explanatory statement should be laid before the public, and accordingly the following observations were drawn up by Mr. Brogan, and published in the Cork public journals. This statement, I am glad to say, has had the effect of removing the erroneous views which were entertained regarding the establishment; and I fondly trust that it will in future receive such co-operation from the members of the Cork Agricultural Society, and the influential public generally, as will enable it to accomplish that amount of benefit to the agricultural com-

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munity which it is so eminently calculated to effect, and which it is the earnest desire of the Board and its officers to see carried out :—

"TO THE EDITOR OF THE DAILY REPORTER.

"SIR—The important subject of agricultural education, and the working of the Cork Agricultural School having formed the principal topics of discussion at the recent meeting of the Cork Agricultural Society, and having subsequently formed the subject of editorial comment in your journal, I request you will afford me an opportunity to throw some additional light on a question that appears to have been ventilated under a cloud of misconception. As all are agreed as to the imperative necessity that exists for affording agricultural education in a country, the staple industry of which is agriculture, I need not dwell on this part of the subject, but as the views propounded as to the best mode of conducting a system of agricultural education, suited to the peculiar position and requirements of this country, are of the most conflicting character, and fully realize the truth of the adage—'*Quot homines tot sententiæ*,' I deem it expedient to offer a few observations on this phase of the question. The opinion of the gentlemen of the Agricultural Society appears to be, that the organization of the Cork Agricultural School is of too low a character, while, according to the views put forward in the *Examiner*, it is of too high a character, and totally unfits the young men trained in it for subsequently discharging the duties of humble peasant life. Both these opinions, I trust, I will be able to prove to be erroneous, and as the discussion of the matter originated with the Agricultural Society, I will first deal with the statements put forward by that body. The great object which the Agricultural Society professes to have in view, is to render the Cork Agricultural School efficient and successful; and the mode by which it is proposed to realize this desirable object, is by placing it under the direction of a professor, and making it subsidiary to the maintenance of the agricultural department of the Queen's College. It appears to me that, before suggesting any change affecting the character and position of the gentlemen who at present presides over the institution, it would be only fair and reasonable to institute the fullest inquiry into the character of the instruction now imparted, and whether it is calculated to qualify the class of young men for whose education the institution was ostensibly established for filling those positions in afterlife for which it is the object of such instruction to prepare them. I am further of opinion that, before condemning the institution for its want of complete success in not having its full complement of pupils, it would be only just to inquire whether the paucity of pupils is the result of defective management, or insufficient instruction in the institution itself; or of adverse external influences, which no change in its organization or system of instruction can remove, but the only remedy for which will be found in the earnest and effective co-operation of the Agricultural Society and of the local landed proprietors. But the want of due inquiry—the absence of effective co-operation are palpably and painfully evident from the inaccurate and contradictory statements put forward at the discussion of this question by the Agricultural Society. The noble chairman stated—'We have a splendid farm there without any one to teach on it;' and Colonel Beamish made a somewhat similar statement when he said, 'We have an Agricultural School without a professor, and a professor without an Agricultural School.' Now, presuming that the Colonel did not intend to quibble on the term 'professor,' I am very much surprised at his making this statement, as it should have been well known to him, and to several of the gentlemen who took part in the discussion, that to impart daily instruction in both the theory and practice of agriculture is an essential portion of the duty of the agriculturist; for, on a former occasion, when an attempt like the present was made (though the ulterior object was not then so plainly and candidly avowed) all this was explained to Colonel Beamish and the other gentlemen deputed by the Agricultural Society to investigate into the working and efficiency of the school; the pupils were examined in their presence, and their proficiency highly commended. The agriculturist (Mr. Cunningham) has been qualified for discharging the duties of agricultural teacher by a course of special training and instruction; the Board of National Education and its officers have always had perfect confidence in his ability and efficiency, and no member of the Agricultural Society has proceeded to call in question his competency and fitness for the office he now fills. Mr. Cunningham, though not styled 'professor,' is just as well qualified for his position, and as well able to impart sound and effective instruction to his pupils as if he bore the more high-sounding title of professor instead of teacher. 'A rose by any other name will smell as sweet,' and if there be no objection to urge against Mr. Cunningham on the ground of ability and efficiency, I do not see why there should on that of rank or designation—it is work not words, results not rank, that is all important in this case; and, judging by this standard, the fitness and efficiency of the present conductor of the Cork Agricultural School is satisfactorily established by the manner in which the pupils educated in that establishment acquitted themselves

at the 'Competitive Examination' for admission to the Albert Agricultural Training Institution in Dublin. No doubt Colonel Beamish thought he was placing the incongruity of the present state of things at the Queen's College and Agricultural School in a very strong and convincing light, when he used the epigrammatic expression before quoted; but I think I do great injustice to his sagacity if he has not since discovered that far different conclusions to those he wished to be arrived at may be deduced from his statement—viz., that a teacher who had several pupils should be displaced, or degraded, to make room for a professor who had none; and, that an institution that had been in a great measure successful should be diverted from its original object, and used to prop up a department that had become a total failure. But, knowing, as I do, all the circumstances of this case, and the working and results of the agricultural departments of the Queen's Colleges at Belfast and Galway, I am convinced that the arrangement suggested of placing the Professor of Agriculture in the Queen's College at the head of the agricultural school, would not tend to bring one more student than at present to the agricultural department of the Queen's College, while any closer connexion than may now exist between the two institutions would be calculated to injure instead of promoting the progress of the agricultural school, for reasons that can be easily divined. The 'Model Farm' connected with the agricultural school has been, and still is, available to the Professor of Agriculture in the Queen's College, and any students who may place themselves under his instruction to enter on it, and use it for the purpose of imparting practical instruction at any time that may suit their convenience; and, unless some means can be devised for realizing the proposed miracle of Mahomet, by bringing the 'Model Farm' to the College, I do not see how any other change in existing arrangements can tend to infuse renewed vitality into the defunct department, the revival of which seemed to be the primary object of the 'resolution' adopted by the society.

"The Agricultural Society has long since investigated the cause of the partial failure of the Agricultural School, which was at first attributed to inefficiency in its management (and this charge was reiterated by the Chairman at the late meeting), and nothing was then found defective in its organization or working. Neither was it then alleged that the want of a 'Professor' in any way interfered with its efficiency or success. The conclusions then arrived at are on record (*litera scripta manet*), and they embody no suggestion as to any such radical change in the organization of the institution. It was expected after the investigation that the society, and the local proprietors interested in the diffusion of agricultural knowledge, would afford effective co-operation in rendering the institution perfectly successful; but such co-operation has since been looked for in vain. Mr. Longfield, who formed one of the committee who investigated the working of the institution, stated at the late meeting:—'The deputation reported most favourably of the institution; and after my return home I went to several farmers' sons whom I thought would be very proper lads to send to it, but not one of them would go to it.' Mr. Newman made a similar statement as to the reluctance of the farmers in his district to send their sons to the Cork Agricultural School. Here, then, lies the very essence of the cause of that failure which all seem so desirous to remedy, but which was very lightly passed over by the Agricultural Society. Now, the objection of the farmers are either well or ill founded—either the result of inefficient working in the institution itself, which shows them that their own cash and their sons' time would be wasted in sending them to such an establishment; or of ignorance and prejudice on their part, which cause them to undervalue what they do not understand. If their objections be assumed to be well founded, no time should be lost in giving the matter the fullest and the most searching investigation; and for this purpose the Board of National Education will, I feel confident, afford every facility and co-operation, as was done on a former occasion, to any gentleman whom the society may deem it expedient to depute to hold such investigation, as I am sure the Board is most desirous to have the fullest inquiry into, and the fullest publicity given to, the working of the Institution. But if the objections are known to be ill-founded and untenable, the effect of ignorance, prejudice, or malevolence, surely the gentlemen to whom they are made should use their best efforts to counteract and remove them. It does not appear that any such efforts have been made; for, from all that was elicited during the discussion of this question, *tacit acquiescence* appears to have been the only course adopted on these occasions. And yet these gentlemen loudly complain of apathy and want of co-operation in promoting the progress and success of the institution being imputed to them, while their own statements clearly establish the justice and truthfulness of the charge. But if the progress and efficiency of the Agricultural School, and not the interests of an individual, however deserving (and I entertain the highest respect for his ability and public services), be the real object in view, it can be effected in a much more simple and effective manner than by the proposed plan of revolutionizing the institution, and diverting it from its original object. Let the Agricultural Society give some tangible proof of its earnestness for the success of the institution by endowing a few scholarships, the

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nomination to which it could retain in its own hands, and bestow as prizes on the sons of improving and deserving small farmers; and let the local landed proprietors bring the objects and advantages of the institution under the notice of their tenantry in some more effective manner than by simply recommending the school, and then letting the matter drop altogether on some unfounded objection being made to it. Let them fully ascertain the extent and veracity of these objections, and request those who condemn an institution that they know, perhaps, only by false and distorted representations, to visit it, and judge for themselves by personal inspection and inquiry, and not on mere 'hearsay evidence,' most probably emanating from pupils who had to be removed for insubordination or other causes. If co-operation of this nature be afforded, I feel assured that all grounds for cavilling with the efficiency and success of the institution will be removed, and that it will amply realize the most sanguine expectations of those who were instrumental in founding it.

"As to the objection put forward in the *Examiner*, that the training of young men in such establishments as the Cork Agricultural School quite unfits them for subsequently discharging the humble duties devolving on the sons of small farmers, &c., there would certainly be some force in this objection if the Board of National Education confined its system of agricultural training and instruction exclusively to such large establishments as the one referred to; though I know and can name many young men trained at the head institution at Glasnevin, as well as at the District Agricultural Schools of Cork, Limerick, Kilkenny, &c., who are now working at home, and discharging all the duties of home life in a contented spirit and in a creditable manner. But the Board, in its different grades of agricultural schools, has provided agricultural instruction for every class and condition of pupils; and while the county of Cork contains but one establishment that apparently affords ground for such objections as have been urged against it in the *Examiner*, there are seven others against which no such objections can be urged, and in which the son of the farmer and the labourer daily receive instruction side by side, without being obliged to reside out of their homes, or without being subjected to a course of training and mode of living which it is asserted must have the effect of making them discontented with their former condition, and averse to returning to it. It is the desire of the Commissioners of National Education that the system of industrial instruction carried out under their auspices should be open to, and availed of by, all classes of the community; and even the very lowest class, the pauper boys in our workhouses, had the benefit of such instruction, until the pruning-knife of legislative economy lopped off from the annual vote for education the amount requisite to maintain its continuance. The ordinary and other schools scattered over the country, and the increase of which the Commissioners are disposed to encourage, as being simple and inexpensive agencies for diffusing agricultural knowledge, have anticipated the requirements of the *Examiner*; but few will contend that the system of agricultural education would be perfect or effective without the existence of those higher establishments where those who intend to pursue agriculture as a profession may be afforded those more extensive appliances, and more elaborate course of instruction, which are essential to prepare them for discharging their future duties effectively and successfully. As to the mode of living in these establishments rendering the pupils discontented with their former position, it is to be hoped it will do so in many respects—that it will make them discontented with the irregularity, dirt, and untidiness, which, unfortunately, are too often the characteristics of the homes of the peasantry in this country, and that they will endeavour, in afterlife, to carry out those habits of order, cleanliness, and tidiness in the arrangement and management of their homesteads which it is the great object of their course of training to impress upon them. As to many of them aspiring to become land-stewards, &c., surely this cannot be regarded as an evil tendency in the system. As well may we deprecate the fact that many of the humblest pupils in our literary schools aspire to, and actually attain the positions of clerks, shopmen, &c., instead of always continuing in the positions of 'hewers of wood and drawers of water;' and I cannot see that there is any greater social evil in the sons of small farmers and labourers aspiring to the positions of land-stewards, than in aspiring to the positions of mercantile clerks, civil servants, &c. On the contrary, I see a great deal of good in it—a laudable ambition to improve one's social position is the best spur to industry, and the best guarantee of a steady and respectable career; and if we succeed in preparing many of the pupils educated at the Cork and other agricultural schools for becoming well-qualified and efficient land-stewards, and for filling many of those situations now occupied by natives of other countries, we shall have done good service.

"It is impossible for the Board of National Education to devise a system of industrial instruction which shall meet the approval of all parties. They exceed the requirements of some who would have the training, &c., of such an ordinary character that it should never infuse into the heads of its recipients an idea of advancing their social position, while it falls far short of the programme sketched

out by others who would have a complex organization of 'professors,' 'curators,' &c. But, I think, the safest and most effective means to be adopted for reconciling these conflicting opinions without impairing the efficiency of the system now established, is to 'steer a middle course,' and to leave to time and the progress of a more accurate and enlightened public opinion, the adjustment of questions that no changes in the present organization or efficiency of these establishments can, as yet, effectively and permanently rectify.

"I remain, Mr. Editor, your very obedient servant,

"M. Brogan, Sub-Inspector of Agricultural National Schools.

"4, Drumcondra Terrace, Dublin, 14th November, 1863."

Kilkenny National Agricultural School and Farm.—In August last His Excellency the Lord Lieutenant honoured the Kilkenny Agricultural Establishment with a visit, of which the following notice appeared in the public journals:—

"Visit of the Lord Lieutenant to the Kilkenny Model Farm, during the Royal Agricultural Society's Cattle Show for 1863.

"This institution is situated within one mile of our city, on the road leading to Kells, and has accommodation for ten agricultural pupils, beside the literary pupil teachers of the Kilkenny District Model Schools. The establishment has been open for the past four years, and during that time has worked most creditably. The institution is under the general superintendence of Mr. Lindsay, who also has charge of the management of the farm and instruction of the pupils on agricultural subjects—a post, the duty of which he is eminently qualified to discharge. The literary instruction of the pupils is confided to Mr. Boyd, one of the masters of the Model School, and it is exceedingly creditable to him that his pupils invariably acquit themselves, at the competitive examinations, in a most satisfactory manner. The domestic arrangements are managed by Miss Lindsay.

"The total extent of the farm is 79a. 0r. 34p. statute measure; the rent, per statute acre, 37s. The soil consists of an exceedingly stiff clay, resting on a clay subsoil; and owing to the large quantity of alumina in it, it has a great tendency to absorb and retain moisture, and is exceedingly difficult and expensive to labour, especially in wet seasons. This circumstance alone renders it eminently suited for the intended purpose. This season's crops on the farm are exceedingly luxuriant, and their clean and healthy appearance evince the care and attention that must have been bestowed on their cultivation. They consist of twenty-four acres of grain (wheat and oats), and twenty-seven acres of green crops, comprising potatoes, turnip, mangel, carrots, cabbages, and beans (manured). They will all produce much above the average of former years, and the quality of the grain is very superior. The following is the number of live stock of the farm, viz.: one short-horn bull; nine milch cows; six yearlings; three calves, and twenty-seven pigs. The horned cattle are nearly all pure bred animals, and the pigs of the most approved description of the Yorkshire and Berkshire breeds, being descended from the stock of the late Prince Consort, Mr. Horsfall, Lord Clermont, Mr. Joyce, Mr. Barker, the late Alderman Roe, and His Excellency the Earl of Carlisle himself. Of the above enumerated animals twenty-six were entered for competition at the previous Cattle Show, and among them might be particularized the Yorkshire boar, 'Earl of Carlisle,' and the Yorkshire sow, (small breed), the 'Princess Alexandra,' as beautiful specimens of the porcine tribe.

"The pupils of the institution receive a sound literary as well as agricultural education, and it is exceedingly gratifying to find that nearly all the pupils who underwent that regular course of training in the institution are now filling good situations, or managing with credit on their own account. They must work on the farm each day from 10 to 6 o'clock, and care is taken that they are periodically taught seed-sowing, ploughing, and all the other operations of the farm.

"Dr. Kirkpatrick, Agricultural Inspector, had come down specially to receive His Excellency at the Model Farm; and Dr. Newell, Chief of Inspection, Mr. Hunter, Head Inspector, and Mr. Harkin, District Inspector, were also in attendance. His Excellency made a thorough inspection of the establishment, and very strongly commended all the arrangements of Mr. and Miss Lindsay."

Mr. Brogan, in his remarks on the Board's agricultural establishments, to whose working during the past year he has given much attention, says:—"The industrial departments have been conducted with much more successful results than in former years. The utmost economy of expendi-

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ture, compatible with the due efficiency of their working, has been rigidly enforced, and further steps towards improvement in this direction are now being matured, and will be duly notified when carried into practical effect." In these remarks I cordially concur, and the Board may rest assured that no efforts shall be wanting on our parts to accomplish those desirable and necessary objects—economy of expenditure, and increase of receipts.

I have the honour to be, gentlemen,

Your obedient servant,

THOMAS KIRKPATRICK.

To the Secretaries, &c.

APPENDICES TO AGRICULTURAL REPORT.

Appendices to Agricultural Report.

No. 1.—ANNUAL REPORT ON NATIONAL AGRICULTURAL SCHOOLS, for the year 1863, by M. BROGAN, Esq., Sub-Agricultural Inspector.

M. Brogan, esq.

4, Drumcondra Terrace,
Dublin, 4th June, 1864.

SIR,—In conformity with instructions, I beg to submit my annual report on the Agricultural Schools under my supervision for the past year. My last annual report had reference only to the Agricultural Schools in the southern half of Ireland, being the district then under my charge; but, owing to new official arrangements which took effect from 1st April, 1863, I have had charge of all the Agricultural Schools in both the north and south of Ireland (with the exception of the Albert Institution), and therefore my present report deals with the working and progress of the whole of the "Model" and "Ordinary" Agricultural Schools now in connexion.

The change in the area of the inspection district allotted to me, obviously necessitated a change of residence, in order that the duty of inspection should be carried out with the utmost economy of time and expense; and accordingly, in obedience to official instructions, I have made Dublin, instead of Limerick, my "official centre" of inspection from 1st June, 1863. The amount of inspection duty performed by me during the past year was slightly under that performed during the previous year, owing to the time occupied in my removal from Limerick; and to my being employed for a considerable time in the spring of last year in investigating into the working and progress of flax culture in the south of Ireland. The following is a statement of the manner in which my time was occupied, and of the amount of official duty performed by me during the past year:—

EMPLOYMENT OF TIME.

Engaged in ordinary inspection duty,	202	days.
Engaged in special duty (valuations, accounts, &c.),	75	„
On leave of absence during removal from district, &c.,	25	„
Sundays and official holidays,	63	„
Total,	365	„

WORK PERFORMED.

Ordinary visits of inspection, reported upon in the usual manner,	230
Special visits for examination of accounts, valuations, &c.,	25
Total distance travelled on official duty (statute miles),	11,084
Average distance travelled to each visit of inspection,	48½

DISTRIBUTION OF INSPECTION.

Class of Agricultural Schools visited.	Visited				
	Once.	Twice.	3 times.	4 times.	5 times.
Model,	5	23	5	2	3
Ordinary,	13	33	5	Nil.	Nil.
Workhouse,	40	8	disconnected after 31st March, 1863.		

No agricultural school of any class that had been in operation during the past year was left unvisited at the close of the year; but there were a few applicant cases for the connexion of "ordinary" agricultural schools which I was not able to visit previous to the close of the past year. These applicant cases are located as follows:—

Cavan, 2; Limerick, 1; Mayo, 1.

As your general report will, I presume, embody all the necessary statistics respecting the number, classification, increase, &c., of the agricultural schools, I do not consider it necessary for me, on the present occasion, to enter into any of these details; and I will, therefore, proceed to offer such remarks on the working and progress of the different classes of agricultural schools as will, I trust, afford a faithful and satisfactory review of their operation, and of the efficiency and success with which they are realizing the special and important objects for which they were instituted.

Model agricultural schools under the exclusive control of the Commissioners. These schools have made very satisfactory progress during the past year. The utmost attention has been devoted to their working and efficiency, in both their educational and industrial departments. The success with which their educational departments have been conducted will be perceived by reference to the results of the "competitive examinations" for admission to the Albert Institution, where it will be found that the candidates sent forward from this class of agricultural schools obtained the great majority of the vacant places competed for. The amount of success achieved in this department is, however, much more limited than it would have been were the literary qualifications of the agricultural pupils of a higher average standard at their entrance. But the programme of entrance examination for the local model agricultural schools is not only very low, but there is frequently considerable difficulty in getting candidates fit to qualify themselves for entrance by displaying a fair degree of proficiency in this very moderate programme. It is very difficult, therefore, for the literary or agricultural teachers of these institutions to accomplish any very considerable amount of intellectual improvement in such pupils during the comparatively brief period they are permitted to remain under their instruction.

The industrial departments have been conducted with much more successful results than in former years. The utmost economy of expenditure compatible with the due efficiency of their working has been rigidly enforced, and further steps towards improvement in this direction are now being matured, and will be duly notified when carried into practical effect.

The Kilkenny Agricultural School was honoured by a visit from His Excellency the Lord Lieutenant, on the occasion of the Provincial Exhibition of the Royal Agricultural Society of Ireland being held in Kilkenny, in the month of August last. His Excellency, and the distinguished visitors by whom he was accompanied, went through every department of the institution, into all the details of the working of which they made the most minute inquiry; and after hearing my examination of the agricultural boarders, they expressed their marked approbation of all they had seen and heard of the organization and efficiency of the institution during their visit. A full report of the proceedings in connexion with this visit of His Excellency appeared in all the local journals, which also publish occasional articles and reports on the operations of this institution, which is attracting

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a large share of the attention of those who take an interest in the progress of the good work of agricultural improvement.

The Cork Agricultural School, which continues to maintain its wonted efficiency, and to afford the most important assistance to the farmers of all classes in its vicinity, has again been the subject of considerable discussion at the meetings of the Cork Agricultural Society. The statements made were so evidently founded in misconception of the real objects of the institution, and of the causes which influenced the effective realization of these objects, that I felt it my duty to publish an explanatory statement in the Cork papers that had published the opinions and resolutions of the Agricultural Society, which, I am happy to say, has had the effect of materially altering the tone of public opinion on this subject. The opposition exhibited in the Agricultural Society has completely disappeared, and in its stead a disposition to afford earnest and effective co-operation has been manifested.

Those model farms under the exclusive management of the Commissioners which have been let to the agriculturists in charge, to manage at their own risk, and on their own account, continue to be conducted with a fair amount of efficiency, and the agriculturists in these cases are, in general, performing their part of the contract with the Commissioners with a fair amount of exactitude and punctuality. An additional model farm (Gormanstown, Co. Tipperary) was let to the agriculturist, under this new arrangement, from the 1st of April last; and at my subsequent visits of inspection during the year, I found all the arrangements for conducting the farming operations, and for imparting agricultural instruction, carried out with as much regularity and efficiency as under the previous arrangement. Steps are being taken to have the agricultural department of the Glandore Model Agricultural School, Co. Cork, placed under a similar arrangement, which, it is expected, may take effect from 1st April, 1864. When it is borne in mind that the model farms thus transferred from being managed for the public account to being worked at the personal risk of the agriculturists, have always been the most unsuccessful in the pecuniary phase of their working, it can readily be inferred that the new arrangement must greatly tend to economy of expenditure in the agricultural department.

In dealing with this section of model agricultural schools, I do not consider it expedient to omit special mention of any that are not under the "immediate management of the Commissioners," as there are some of those under "local management," which, from the efficiency with which they are conducted, or the extensive and well organized basis on which they are established, deserve to be noticed apart from the general number in this section.

Eglinton (late Templemoyle) Model Agricultural National School.—This establishment continues to work with a fair amount of efficiency and success, though, from the committee of management having found it necessary to increase the annual stipend for the maintenance of the agricultural boarders, there has been a considerable decrease in the number of the latter. It is expected, however, that the falling off will be but temporary, as the advantages afforded by the institution are immensely greater than the very moderate rate of payment required from the pupils. It is very probable, too, that as one of the chief causes of the decrease of pupils is to be found in the depressed circumstances of the farmers for the last few years, the removal of this depression will restore the Eglinton Agricultural School to its former satisfactory position in reference to the attendance of pupils. At my first official visit to this establishment since it came under my inspection in April last, I held a "competitive examination" to determine what pupils were eligible to be placed on the class endowed by the Commissioners, on which I transmitted a special re-

port. The answering was of a fair average character, in proportion to the length of time the pupils had been receiving instruction; but some of the pupils, who were somewhat under the prescribed age, appeared to have been extremely deficient in literary knowledge at the period of their entry, a short time previously. The London companies, whose estates lie in the county Londonderry, continue their subscriptions in aid of this establishment; but private contributions appear to have fallen off very considerably since it was placed in connexion with the system of National education.

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Loughashe Model Agricultural School.—This establishment, situate in a wild mountain district of the county Tyrone, about equi-distant from Londonderry and Strabane, continues effectively to maintain the high position it had long since attained for efficient and successful management. It is the best type I have yet seen of a model agricultural school under "local management;" and at my different examinations, which in this case have been of a very extensive and searching character, owing to the advanced attainments of the pupils I had to examine, I was both surprised and gratified with the intelligence and accuracy with which my questions were answered. One important branch of agricultural education, *agricultural calculations*, has been very successfully carried out here; and the quickness and precision with which the pupils solve questions as to calculating the expense of drainage, acreable amount of green crop produce, quantity and value of manure, &c., is as surprising as it is gratifying. The management of the industrial arrangements is equally efficient as that of the educational department. The model farm, containing ninety statute acres, has been reclaimed from a state of worthlessness, and the reclamation of additional land is annually carried out in the most systematic and skilful manner, so as to afford the best practical instruction in the reclamation of waste land to each successive class of pupils. There were thirteen boarders in this establishment at the date of my last visit, all young men, of from sixteen to twenty years of age, qualifying themselves to become land stewards, or to conduct farming business on their own account.

Several of the other schools in this section, such as Dromiskin, county Louth, on the estate of Lord Clermont; Piltown, county Kilkenny, and Garryhill, county Carlow, on the property of the Earl of Bessborough; Glengarra, county Waterford, on the property of the Duke of Devonshire; and Cahirsherkin, county Clare, on the property of Lord Inchiquin, would deserve special notice of their organization and efficiency, were it not that such would extend this report beyond all reasonable limits.

Ordinary Agricultural Schools.—This class of agricultural schools continues to work with satisfactory efficiency, and to be productive of much benefit in their respective localities, not only to the pupils who attend them, but to the small farmers in their vicinity, who often avail themselves of the advice and assistance which their conductors cheerfully impart whenever applied to for instruction. I regret to have to state that in six schools of this class the agricultural department became inoperative, owing to the decease or removal of teachers. I expect, however, that the business of the agricultural department will be again resumed in the majority of these cases; but whether my anticipations in this respect be fulfilled or not, the number received into connexion during the past year, with the number of applicant cases now on my list to be reported upon, will more than counterbalance this falling-off in the number of institutions of this class, which afford an ample return for the very moderate expenditure incurred by the maintenance of their agricultural departments, and therefore well deserve to be maintained and increased in number whenever a favourable opportunity occurs for doing so.

School Gardens.—There has been no change during the past year in the

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number of industrial institutions of this class, nor in their organization or management. I did not find it convenient to give a formal official visit of inspection to the industrial school at Glasnevin before the close of the past year; but from a few "incidental visits" which I paid to it, as well as from the result of the pecuniary transactions for the past year, I am in a position to state that it was conducted with a due amount of efficiency and success.

The Loughglynn Industrial School Gardens—on the working and results of which I submitted a special and fully detailed report, immediately after the annual exhibition of garden produce from the "home allotment" of the pupils of the "industrial class" was held at the school in October last—continue to be managed in a creditable style, and to be productive of great utility to the locality in which they are situated. There was an increase in the number of "home allotments," and consequently of exhibitors of garden produce, at the annual exhibition, and a further increase is expected this year; so that this old-established and very useful institution is continuing not merely to maintain its position, but to extend and improve its organization.

The school garden department in connexion with the Ballaghadirreen National school has not progressed according to my expectations; but a very fair amount of progress has been effected in imparting theoretic industrial instruction in the school-room, where a large and intelligent class of pupils receive daily instruction in the agricultural books supplied by the Board. There are school gardens connected with another school in county Mayo, Doo Castle, on the property of J. M'Donnell, Esq.; but as there is also a *farming* department in connexion with this school which causes it to be recognised and classed as an "ordinary" agricultural school, it is not recognised in the "School Garden" class, though the gardening department is admirably managed. The same remark applies to the industrial departments of the Piltown and Whitechurch agricultural schools, on the property of the Earl of Bessborough, in county Kilkenny.

Agricultural Pupils.—The pupils receiving an industrial education in connexion with the agricultural departments of National schools are divided into three classes—"boarders" or "intern pupils;" "day" or "extern pupils;" and "industrial" or "working pupils," who not only attend the instruction in the agricultural class, but work a specified time each day on the "model farm," &c., for which they receive a fixed rate of remuneration.

Agricultural Boarders.—The number of pupils in this class, though fully up to the average number of former years, is still considerably below what the establishments designed for their instruction are capable of accommodating. The causes of this disparity between the *expected* and *actual* attendance of this class having been fully explained in previous annual reports on the agricultural department, need not now be dwelt upon; but it is to be hoped that the current of returning prosperity which has now set in amongst the agricultural community of this country, will in a great measure remove some of the most formidable obstacles to the increase in this class of agricultural pupils.

The moral conduct, amenity to discipline, and attention to their various duties exhibited by this class of pupils during the past year have been generally satisfactory. Only two instances of irregularity or insubordination occurred during the past year; and on investigation it was found that these violations of discipline resulted more from a misconception of the regulations of these institutions than from a vicious and pre-conceived determination to act in opposition to the constituted authorities.

The best attention continues to be devoted to the industrial instruction of this class of pupils, and the amount of proficiency and progress evinced by them at the various "oral" and "written" examinations held by me

during the past year has been of a fair average character. The very serious defect to which I adverted in former reports—viz., the low literary proficiency of a large proportion of the class of "agricultural boarders" at the period of their entrance, and which greatly retards their subsequent progress in acquiring a knowledge of those scientific subjects which form an indispensable element in *theoretic* agricultural instruction, still continues; and this great impediment to progress must remain until the increased number of applicants to select from may render it expedient to insist on a *higher "programme of entrance examination."* As evidence of the amount of proficiency attained by the boarders in our model agricultural schools, I beg to submit the following tabulated statement of the answering at the last "written examinations" held in the most important of these institutions—viz., Cork, Limerick, Kilkenny, Belfast, Athy.

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ABSTRACT of ANSWERING of AGRICULTURAL BOARDERS at last Written Examinations for the Year 1863.

Name of Agricultural School.	Names of Agricultural Pupils examined.	Per-centage of answering.	Remarks as to Literary Character of the Examination Papers.		
			Penmanship.	Spelling.	Punctuation.
Limerick.	Florence O'Driscoll,	94	Middling.	Incorrect.	Defective.
	William Massey, .	91	Do.	Very incorrect.	Very defective.
	John Morgan, .	90	Very fair.	Tolerably correct.	Middling.
	Edward O'Neill, .	83	Inferior.	Incorrect.	Defective.
	Peter Tyrrell, .	83	Pretty fair.	Do.	Do.
	Patrick Cosgrave, .	80	Fair.	Correct.	Tolerably correct.
	Patrick Kelly, .	79	Pretty fair.	Very incorrect.	Middling.
	William Carmody,	79	Fair.	Tolerably correct.	Do.
	Denis Roche, .	78	Middling.	Do.	Do.
	Average answering,	84·1			
Munster.	Matthew Ryan, .	85	Inferior.	Very incorrect.	Very defective.
	William Wilson, .	84	Middling.	Tolerably correct.	Defective.
	John Waters, .	78	Do.	Do.	Middling.
	Barnabas Deane, .	75	Do.	Do.	Do.
	Jeremiah Driscoll,	74	Inferior.	Very incorrect.	Very defective.
	Timothy Donovan,	73	Tolerably good.	Tolerably correct.	Middling.
	Rickard Donovan,	73	Pretty fair.	Do.	Do.
	Eugene Callaghan,	67	Inferior.	Very incorrect.	Very defective.
	John Lane, . .	60	Do.	Incorrect.	Do.
	Edward Hendley, .	53	Do.	Tolerably correct.	Middling.
	Michael Connor, .	53	Do.	Very incorrect.	Very defective.
	Average answering,	71·4			
Kilkenny.	Richard W. Clegg,	79	Pretty fair.	Incorrect.	Defective.
	John Grady, .	78	Middling.	Fair.	Do.
	John Walshe, .	77	Good.	Correct.	Middling.
	Michael Conway, .	75	Do.	Do.	Pretty fair.
	Samuel Harden, .	73	Do.	Tolerably correct.	Fair.
	Roger Feeny, .	62	Pretty good.	Do.	Pretty fair.
	Thos. K. Donaghy,	50	Very middling.	Correct.	Do.
	Ambrose Jeffares, .	43	Do.	Do.	Defective.
	Thomas C. Vigors,	30	Do.	Incorrect.	Do.
	Average answering,	63			
Ulster.	Marcus Sullivan, .	79	Good.	Tolerably correct.	Defective.
	John Wilmore, .	77	Pretty fair.	Do.	Do.
	Samuel Woods, .	73	Middling.	Do.	Do.
	George Bell, .	55	Pretty fair.	Incorrect.	Do.
	Average answering,	71			
Athy.	Robert M'Dowell,	60	Pretty good.	Correct.	Defective.
	Richard Telford, .	44	Middling.	Very incorrect.	Do.
	Average answering,	52			

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M. Brogan, esq.

From an examination of the foregoing table, it may easily be inferred that the literary attainments of the agricultural boarders are of a very limited character, as only 16 per cent. of the examination papers display an average amount of literary merit. The fact that so much progress has been effected in imparting industrial instruction of a *scientific character* to pupils of such limited capacities, is a most convincing proof of the zeal and attention devoted to this portion of their duties by the Board's agriculturists.

Agricultural Classes.—These classes, composed of the most advanced pupils of the "model" and "ordinary" agricultural schools, continue to be fairly attended by pupils, and to make fair progress in acquiring a knowledge of both the theory and practice of agriculture. They receive daily lessons in the agricultural lesson books supplied by the Board, and though they seldom assist in the practical operations on the "model farms" connected with the schools, the general management pursued on these farms is brought under their notice from time to time, and they will be found, on examination, to be, in most instances, perfectly familiar with the systems of cropping, and the details of the plan of culture, improvement, &c., pursued on them.

The Albert Institution at Glasnevin, and the "boarders'" class in the model agricultural schools, annually receive large accessions to their numbers from the more intelligent and enterprising of this class of agricultural pupils; but the greater number of them, who extend their industrial education no farther than what they can acquire during their course of instruction at a model or ordinary agricultural school, are yet able to acquire such an amount of industrial intelligence, and to lay the foundation of such a spirit of inquiry and investigation as will not only be of the greatest importance to them hereafter when they enter on the management of industrial operations, but will further enable them to go on continually adding to their stock of intelligence by facts gleaned from their own observation and intelligent reflection.

Industrial Classes.—These classes, the primary object of which was, by the inducement of a reasonable amount of remuneration, to cause the pupils to assist in, and thereby become more perfectly acquainted with, the practical details of improved farm management, are gradually falling off, both in the number of such classes and in the number of pupils who compose them. Paid industrial classes are still in operation in only twenty of the eighty-nine agricultural schools now in connexion, and the entire number of pupils enrolled in these classes does not exceed 100. In some instances, as in the agricultural schools on the property of the Earl of Bessborough, in county Kilkenny, the "industrial classes" are established and endowed exclusively by the proprietor, who takes effective steps to ensure their continuance and efficient working.

In my former annual reports I referred to various instances in which the conductors of our agricultural schools had been able to afford effective co-operation in carrying out the objects, and promoting the efficiency and success of various agencies of industrial improvement besides that which it is their special duty to attend to; and I am happy to be enabled to report that each succeeding year, and each new phase of agricultural progress that affords an opportunity for the employment of their services, tends steadily to increase the scope of their utility in this direction. Foremost amongst the various agencies of industrial progress now occupying public attention, and inviting the support of all those engaged in, or friendly to the work of, agricultural improvement in the south of Ireland, is the cultivation of flax; and to this movement, so well calculated to afford lucrative employment to thousands who are now compelled to remain in comparative idleness and wretchedness, or else to enter our poorhouses, the agricultural teachers are devoting their best attention, and are, I trust, affording it valuable co-operation.

From having been engaged, for two successive years, in investigating

into the progress and results of flax culture in the south, I am in a position to express a tolerably correct opinion as to the expediency of promoting such a movement, and as to the industrial and social results that may fairly be expected to arise from it. This is a question on which great diversity of opinion existed up to a comparatively recent period; but at present the gentry, farmers, and mercantile and professional classes are almost unanimous in desiring the extension of flax culture and manufacture, as the most certain means of maintaining agricultural prosperity, and of keeping our peasantry remuneratively employed at home instead of permitting them to emigrate to and enrich other lands by their industry. However conflicting opinions may be as to the progress or retrogression of this country as regards material wealth, and the development of its industrial resources, there can be no doubt that there has been a rapid and startling decrease in our population, chiefly amongst the *labouring* classes, without that improvement in the social condition of those who remain which they who adopt the theory of "*over population*" put forward as the great advantage to be derived from this decrease, and as the strongest argument to dissuade those to whom the destiny of the country is confided from using any means to check the tide of emigration which is rapidly ebbing from our shores. The only rational mode of stopping the decrease of population is by *extending the means of affording reproductive and remunerative employment.* The extensive adoption of flax culture and manufacture is eminently calculated to accomplish this desirable object, as, wherever the cultivation is fairly managed, and a market can be found for the raw material, it will, on an average of seasons, pay better than any cereal crop the farmer can cultivate. But its proving a remunerative crop to the farmer is merely a slight instalment of the benefits which its extended cultivation is calculated to confer on the country at large; for, wherever flax *manufacture* is introduced in addition to flax *culture,* a large amount of remunerative employment, a great influx of capital, and a beneficial impulse to industrial and commercial interests, are sure to follow. The current of industrial enterprise will cease to flow in a single channel, or to be often partially dried up, owing to adverse circumstances, which more frequently affect the agricultural interest than any other, but will diffuse itself in many separate streams that will render productive various sources of industrial employment which are now permitted to remain wholly or partially undeveloped. Therefore,—considering, firstly, the perfect practicability of successfully establishing flax culture and manufacture in the south, if set about with a proper degree of earnestness, intelligence, and enterprise; and 2ndly, the incalculable benefits it is capable of conferring on the country at large, by extending employment, increasing the national wealth, staying emigration, &c.,—I think the conductors of our agricultural schools are only fulfilling their proper mission as promoters of industrial progress, in giving this movement all the assistance and co-operation in their power. With this object in view, the majority of the agricultural teachers of the south have embarked in the cultivation of flax, to a greater or less extent, in order to familiarize their pupils with its proper culture and treatment; and they also render as much assistance as possible in instructing their neighbours who may be disposed to imitate their example as to the most approved mode of managing their flax crops.

In this way, from time to time, according as the exigencies of the industrial interests of the country may require it, the agricultural teachers will be always prepared and willing to lend a helping hand to promote industrial progress in every useful and practicable direction.

I am, sir, your very obedient servant,

M. Brogan, Sub-Agricultural Inspector.

Thomas Kirkpatrick, Esq., M.D., Head Agricultural Inspector.

Appendix G.

Appendices to Agricultural Report.

Thomas Baldwin, esq.

No. 2.—Report of Thomas Baldwin, Esq., Lecturer on Agriculture in the Central Training Department, and at the Albert Institution, Glasnevin.

Sir,—In accordance with your instructions, I submit the following report of the work done by me in 1863.

I stated in my last report that the duties of my office may be considered under three heads—namely, 1st: The delivery of lectures to the male teachers in the Central Training Department of the Board—2ndly: The direction of the cropping of a small farm, as an example for those teachers and the pupils of the Albert Institution—3rdly: The delivery of lectures on the theory and practice of agriculture to the pupils of the latter institution; and also to look after the general education of these young men. In other words, I am engaged in the agricultural instruction of two distinct classes. It will, I think, be most convenient if on this occasion I offer a few remarks on each of these classes, and bring under notice the progress they made in 1863.

The Pupils of the Albert Institution.—The number of pupils on my roll at the beginning and close of the year was as follows:—

	Interns.	Externs.	Total.
At the beginning, . . .	65	2	67
At the close, . . .	48	2	50

To these I gave about 200 lectures during the year. Some of these lectures were delivered in the morning and some in the afternoon.*

The "theory and practice of agriculture" is a very comprehensive subject. Hitherto I have divided it into five divisions, as follows—1st, soils and manures; 2nd, implements and buildings; 3rd, crops; 4th, live stock; 5th, agricultural economics, including the hiring, sub-division, &c., of the farm, &c.

My instructions are not confined to the lecture-room, for wherever the subject admits of it I give out of doors what, for the want of a better term, I may call clinical lectures. Thus, in the case of the implements and machines of husbandry (which form so important a part of modern farming, and on which I dwell at considerable length), I not only explain the principles of construction and discuss the economy of each machine in the lecture-room, but I take the class to each implement and machine and explain its various parts and the peculiarities and merits of the machines of the different makers.

There is no branch of agriculture in which our pupils and those of similar institutions possess so many advantages as in this; and, for my own part, I may be permitted to say I have spared neither trouble nor expense to master the difficulties of the subject, which is a very extensive one, and to keep myself posted up on the rapid progress which it is making. In my lectures I expound the whole art of modern agriculture to the best of my ability and knowledge; and although I am called upon to lecture on the theory as well as the practice of agriculture, I aim at imparting sound practical agricultural instruction, and avoid as carefully as I am able all mere speculation. I endeavour to link science with practice, and to use well-established principles as the groundwork on which to build up sound practice.

This institution and similar ones have been charged with teaching too much theory. We are charged with filling the minds of our pupils with "wild theories." Speaking for myself, I can only say it has been one of my studies to avoid this; and I believe the large number to whom it has been my privilege to give systematic lectures on agriculture here and elsewhere will bear me out when I say that I have always sought to guard them against those so-called wild theories. Of all the objections urged against agricultural schools and colleges this is the most plausible;

* *Vide* Prospectus.

but it is as specious and detrimental to agricultural progress as it is plausible. Men who most frequently urge this objection generally confound the several meanings of theory. This word is sometimes applied to things opposed to what is real or true; and in this sense we never teach theory at Glasnevin. The word is also applied to a body of principles which explain certain phenomena. This is its highest and best use, and in this sense it is our business to teach theory to the pupils of the Albert Institution. I refer to the false notion so generally entertained on this subject in the hope of removing an unfounded prejudice, from which our pupils suffer on leaving us.

The attention of the pupils to their several studies, and their general conduct, so far as it came under my notice, were most satisfactory during the year. To my own lectures and instructions they could not be more attentive; and, as might be expected, their progress was, on the whole, very good. Indeed, all of them, who by their previous education and habits were fully qualified for the place, made as much progress in agriculture as the time permitted. Of the thirty-seven pupils who (after having finished their two years course of training) left us in 1863 the following are, to my own knowledge, usefully engaged in agricultural pursuits:—

Michael Leahy, land-steward in the county Kilkenny.—I feel warranted in saying no good farmer can ever say this is a wild theorist. On the contrary, he not only understands the practice of agriculture well, but can set his men an example of how to perform farm-work.

Patrick Hill, land-steward in the county Waterford.—A pushing, energetic man, who will, I am sure, give great satisfaction to his employer.

Daniel O'Connell.—A man of considerable ability and great shrewdness, and capable of forming a good judgment on agricultural subjects.

Alexander Johnson.—An excellent practical man.

Thomas Farrell, assistant agriculturist on the Lismore Estate of his Grace the Duke of Devonshire; in which capacity he is giving much satisfaction, as I fully expected from his steadiness and great attention to his studies while here.*

David Herd.—A steady and industrious, and a clever, long-headed, practical man.

Patrick Naughten.—Left before the expiration of his full term. A sensible, practical man, who is sure to turn the knowledge acquired here to good account.

Denis Dooley.—A remarkably shrewd fellow, who, like many of the others, has a great taste for practical agriculture. I am glad to find he has now a nice farm near Midleton; and I will be immensely disappointed if in a few years it does not present an example worthy of imitation.

Patrick Lordan.—A man of great natural capacity, who applied himself very closely to study while at Glasnevin; and if he follows it up and gets a good opening, is likely to distinguish himself.

Patrick Corrigan.—Like the last, possesses great natural abilities, and made, perhaps, on the whole, the greatest progress in the study of the principles of agriculture. He also understands practical agriculture very well.

Several of the others, who left within the year, have entered the Board's service, in which they are most likely to diffuse among the small farmers of Ireland the knowledge acquired at the public expense.

A few emigrated to the British Colonies, where they are engaged in overseeing sugar plantations; and of the remainder I understand some are engaged in farming. It is not too much to assume that these men,

* Mr. M'Meekin, the Duke's head agriculturist, wrote to me the other day that "Farrell is most fully realizing your expectations."

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and men like them, will materially aid in developing the agricultural resources of the country.

I add some of the examination papers to which I received very excellent answers during the year. Lines separate the several papers :—

Thomas Baldwin, esq.

Give a detailed estimate of the cost of applying liquid manure by steam-power on the Albert Model Farm; and state fully your views of the advantage and drawbacks of the system, and of its adaptability to the circumstances of Irish farming.

Write a short essay on lime, embodying among other things—

1. Its action on the organic or combustible constituents of the soil.
2. On the inorganic constituents.
3. The ways in which it should be applied for the several crops.

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1. Explain the various modifications that may be made in the ordinary four-course rotation (of green crops, grain with seeds, grass, grain alone) to prevent crop-sickness.

3. Detail all the rotations pursued upon the Model Farm; point out such deviations as may have been made in the regular succession of crops in those rotations since you came to the institution; and give as full a statement as you can of their respective merits and adaptation to different circumstances.

Write a concise practical essay on green crops, touching on (1) the relative merits of the several green crops for stall-feeding, dairy cattle, and sheep; (2) the autumn cultivation of the ground; (3) its tillage in spring in preparation for the seed; (4) the after culture.

Give the botanical and common names of the grasses handed round—

1. Lolium Italicum.
2. Poa trivialis.
3. Triticum Repens.
4. Dactylis glomerata.
5. Holcus lanatus.
6. Festuca ovina.
7. Medicago lupulina.
8. Cynosurus Cristatus.

2. Make a few practical remarks on each of these grasses, stating the circumstances to which they are respectively adapted, and omitting any reference to Nos. 3 and 5.

3. Give the formula for a mixture of grasses in the six-course grass shift—say for one year's hay and two years' pasture.

4. Describe the modes of sowing grass seeds with the several cereal crops and without any crop.

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1. State your views of all the circumstances—soil, climate, &c.—best adapted to the growth of wheat, oats, and barley. Your answer is to have special reference to the present circumstances of this country.

2. Classify these crops into their several species, and give the names of as many good varieties of each in cultivation as you can remember.

3. Give a concise, practical account of the cultivation of the oat crop—

(1) On lea.
(2) After root crops.

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1. Explain the law of breeding on which the value of pedigree depends.

2. Mention any animal or animals at present on the Model Farm which illustrate this law; and point out how they do afford such illustration.

3. Give a short notice of the labours of the Messrs. Colling in connexion with short-horns.

4. State all you know of the history (including pedigree) of the following animals :—

"Old Favourite."
"Favourite."
"Comet."
"Albion."

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1. Give an account of the introduction of the "Alloy" blood into short-horns; and name any celebrated breeds of the present day which contain it.

2. How would you rear a short-horn up to the first winter?

Describe the characteristic points of the following breeds of cattle:—

Hereford,
Ayrshire,
Polled Angus,
Kerry,
Channel Island;

and state the circumstances under which you think each may be used.

Give the kinds and quantities of feeding that 20 stall-fed heifers, each carrying 6½ cwt. beef, may consume for four months; and state how they should be managed.

The agricultural instruction of the teachers in the Central Training Department of the Board.—Two batches of teachers are trained every year; the period of training for each class extending over about four months and a half. The numbers trained in 1863 were—

In the first course, ...	89
„ second, ...	94
Total, . . .	183

As the great object of the training course is to increase the efficiency of the men in the teaching profession, agriculture can only rank as a secondary subject in their instruction. Each class receives two lectures per week, during its course of training, in the lecture-rooms in Marlborough-street. These lectures are of a more popular and general character than those delivered to the pupils of the Albert Institution. It could not be expected that these men would take the same intense interest in dry technical lectures, as men whose prospects in life principally depend on technical agricultural knowledge and skill. While therefore the matter of the lectures to the teachers cost me far less labour than an equal number of the lectures delivered to the pupils of the Albert Institution, the style in which to present the former requires more consideration. In my lectures to the teachers, I have endeavoured to impart such an amount of agricultural knowledge as would assist them in instructing the rising generation of small farmers, as well as to cultivate school farms for themselves; and at the same time to expound the general principles of modern farming in as interesting a way as the nature of the subject and my own abilities admit. In addition to the lectures (which are delivered in the city), the teachers visit the model farm every Saturday during the training course, for the purpose of receiving that kind of practical knowledge which can be more effectually imparted on the field and in the farm-yard than in the lecture-room. It affords me much pleasure to be able to inform you and the Commissioners, that the teachers have been exceedingly attentive to these lectures; indeed their attention has been greater than I was led to expect. Many of them bestow as much attention on the subject as it is possible for them, and acquire a good knowledge of it, considering the limited time which is devoted to its study. The great majority of them not only evince an interest in the lectures, but they also seem extremely anxious to introduce agriculture as an element of instruction into their respective schools in the country.

It must be remembered that these men are the instructors of the small farmers of Ireland. They instruct the youth of the remotest districts where no other agent of agricultural progress ever enters, as well as those of the Golden Vale and of Meath. They can bring elementary but useful agricultural knowledge to the hearths and homes of thousands of small farmers, who are otherwise inaccessible to the light which modern science has shed upon agricultural practice. Under these circumstances I may be permitted to observe, that the Board's teachers should be encouraged by every legitimate means to teach agriculture in the rural schools of Ireland.

I am aware the Commissioners of National Education are most anxious to encourage the teaching of agriculture in their ordinary schools. In

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one of their earlier reports they observe that, "considering the very backward state of agriculture in Ireland, and that it forms the only source of employment for a vast portion of the labouring poor, we think it particularly desirable that a better knowledge of it should be promoted by means of the schools under us." And in their report for 1849, they say, "the chief good that can be effected by the National Board in the way of agricultural improvement is by blending, in as many National schools as possible, instruction in agriculture, and daily occupation in agriculture, with the literary instruction already given in those schools."

I have endeavoured to show elsewhere, that from the moment the Board embarked in agricultural education, public opinion fully endorsed the views expressed in the foregoing passages. It seems, therefore, somewhat anomalous, that of the £7,000 now annually expended on agricultural education in Ireland, only about £230 should be applied in blending elementary agricultural with literary instruction in the *ordinary* National schools of the country, the great bulk of the money going to the maintenance of the more costly *model* agricultural school farms. This arose from the fact that the public did not take full advantage of, and was not, perhaps, actually aware of the encouragement given by the Board to the teaching of agriculture in the ordinary National schools.

To give full effect to the agricultural lectures delivered to the teachers in training, and to render the rural schools of the Board more useful in spreading agricultural knowledge over the country, it appears to me that the following or some such changes should be made.

In the first place, I would express my strong conviction that this class of agricultural schools can never make much progress until the entire inspection staff is actively engaged in organizing and superintending them.

The classification, and, it may be said, the prospects of the teacher, depend on the literary Inspector. At present the literary Inspector is not expected to take any active interest in the teaching of agriculture in the National schools. It forms no part of his duty to encourage the teacher to blend agricultural with literary instruction. He may do so, and I know Inspectors who have been instrumental in establishing ordinary agricultural schools. The cases are, however, very few; and they will not increase to the extent which they ought, and which, in my humble opinion, the Commissioners have all along intended, until their supervision forms part of the duty of the Board's staff of literary Inspectors.

I do not wish to go into this matter at greater length, and if I refer to it at all, it is simply because I feel my labours, or the labours of any man who may fill my place in the Central Department, will not bear the fruit which the Commissioners and the public have a right to expect, until the number of *ordinary* agricultural schools is increased tenfold.

Again, the Board's rule* makes it a condition that there should be attached to each such school, a farm "from one to three acres" in extent. Now, in the interest of the teachers I may be allowed to suggest that the minimum should not have any limit. An industrious clever teacher could exemplify the rotation of crops on one rood of ground as well as on ten. One of the most useful schools of this kind which I have visited, has only a garden of some thirty perches attached to it. The difficulty of procuring little farms within reasonable distance of National schools, is one obstacle to the spread of the inexpensive class of schools which I am now advocating; and it is desirable to remove this obstacle as far as possible. A teacher could get half an acre where he could not command one acre or more. Some of the teachers trained during my connexion with the Central Establishment have abandoned the idea of teaching agriculture, because they could not comply with this rule.

* *Rules*, part II., section IV.

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The Example School-farm.—Simultaneously with my appointment as Lecturer on Agriculture in the Central Training Establishment, the Commissioners set apart a piece of the model farm, containing about five and a half statute acres, and requested me to direct its cropping and general management. It was found that the large farm, with its massive and expensive buildings, its numerous complicated and costly implements and machines, and its various and complex courses of cropping, was better adapted for the training of the professional agriculturalist than the elementary instruction of the teacher or the small farmer. The teacher possessing little or no knowledge of improved agriculture, becomes confused if in a *short space of time* you endeavour to teach him the system which these appliances are intended to illustrate. The establishment of the school (or small) farm became therefore indispensably necessary for the agricultural instruction of the teachers. And I am very happy to be able to inform you that, so far, it appears to have admirably answered the purpose for which it is intended. Men more competent to judge than I, have publicly expressed the most favourable opinion regarding it.

When the management of this little farm was intrusted to me, the great difficulty I had was the selection of a suitable rotation of crops. I went to work with the determination of making a reasonable amount of profit; but I was equally determined not to violate any fundamental principle of husbandry. I was anxious that my rotation should not be opposed to any well-established principle—that it should be very simple and free from any complicated system of intercalary, "stolen," or "catch" crops—and that at any period of the year the teacher could comprehend the order of succession at one glance. I was well aware my rotation should not be framed exclusively or even principally with reference to the Dublin markets—that while making a respectable profit I should adopt a course of cropping which a small farmer could profitably follow in the heart of Cork as well as in the neighbourhood of Dublin. I also held, and I believe everybody will agree with me, that it was exceedingly desirable to see if, in this district, a small farmer could, by following such a system, live comfortably. I considered, too, that from this point of view, if from no other, the management of the school-farm would possess general interest, and proof has been afforded on every hand since, that I was quite right in this supposition.

Now I am of opinion that none of the established rotations would fully answer all the objects I have in view.

As we cannot now compete as successfully as we did formerly with the farmers of foreign countries in growing grain, we must depend more on meat and dairy produce, which fetch so high a price.

In the ordinary four-course rotation, one-half the land is under grain, one-fourth under green crops, and one-fourth under grass. At present prices the *small* farmer (*e.g.* the five and a half acre farmer) who puts one-half his holding under grain, and who has nearly one-fourth of it under potatoes and root crops, cannot make a competent living.

In the ordinary five-crop course, two-fifths of the land is under grain, two-fifths under grass, and one-fifth under roots and potatoes. These proportions would answer very badly indeed on the Glasnevin school-farm. The area under roots and potatoes is too small; the second year's grass is chiefly depastured; and for want of fences we could not graze our cattle economically.

The East-Lothian six years course appeared equally unsuited to our purpose.

After some consideration I adopted the following order of succession:—

1st year—Roots, mangold wurzel, and turnips.	3rd—Italian rye-grass.
2nd—Potatoes.	4th—Grain.

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As there are some novel features in this rotation, and as their discussion may do some public good, and can do no public harm, I wish to offer a few explanations on each part of the course.

No one will question the place assigned to the roots. I grow from three to four roods of mangolds, and the remainder of the field is put under Swedes.

It has been suggested that I give an undue preference to mangolds, and that the climate of Ireland generally is not well suited for this crop. It is quite true that mangold wurzel grows better in warm than cold climates. Everybody knows that it grows more freely in the south than in the north of England and Scotland; but it is a significant fact that the extension of the area under the crop in Scotland has been warmly advocated by some of the most enlightened farmers in that enlightened agricultural country. At Glasnevin the crop is far more certain than turnips; it is also more productive, keeps admirably, and is the best root crop we can grow for milch cows. There may be some districts in the west and north of Ireland where the climate is not well suited for mangolds; but I have not been in any part of Ireland where the crop, when properly treated, does not yield a good return.

Several gentlemen who visited this little farm expressed their astonishment that I do not grow Aberdeen and white turnips. My experience is, that where you can raise a good crop of mangolds or Swedes you should not rely on soft turnips as principal crops. The latter prove profitable only where they follow a stolen crop of vetches or something else. I have so far dispensed with stolen crops because they complicate the rotation; and, as already observed, simplicity is an essential quality of any scheme of cropping for improving the agricultural practice of the small farmers to whose wants we address ourselves, and who are the most backward and ignorant farmers in the land.

In my rotation the potato follows mangolds and Swedes. The potato is a very expensive crop as usually raised; but by growing it after a root crop the labour is reduced to the minimum; and as the roots which go before it are liberally manured, I am able to grow a good healthy crop of potatoes with a moderate allowance of farm-yard manure or superphosphate, or both combined. And again, every farmer should rely principally on those products which pay him best. The man who has first-class feeding land finds the grazing of cattle most profitable. In many districts farmers rely principally on wool and mutton; and the small farmers of Ireland should make more of dairy produce and stock than they have hitherto done. On the Glasnevin School Farm I rely largely upon milch cows; and as the cows are fed on roots in winter, and Italian rye-grass in summer, I am anxious to have a full crop of the latter. Now, I know no place in the rotation is so well fitted for giving a luxuriant crop of this grass as when it is sown not later than September after potatoes. Two objections may be urged against the position I assign to the potato in my rotation. In the first place it may be said I grow two green crops in succession. The potato is not, however, a green crop at all. Again it has been said (and with reference to my rotation) "it is the most dangerous and uncertain which, as an example, could have been chosen for the small land-holder to follow, especially considering his well known predilection for growing it to grass, and the ruin which its cultivation has brought upon him." In answer to this objection I have merely to repeat here (what I have said elsewhere) that while I should like to see the cultivation of the potato kept within reasonable limits, I feel quite certain that any rotation of crops which ignores what is above called the well known predilections of the Irish small farmer for the potato, and by which the area under the crop is suddenly curtailed, will end in failure, as many schemes have ended before . . . The

agricultural statistics of the Registrar-General were published when I was framing my rotation, and I learned from them that the class of small farmers, the average area of whose holdings came nearest to the area of the Glasnevin School Farm, had under the potato 37· per cent. of all the land in tillage. In my rotation it is only 25· per cent.

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My plan of growing Italian rye-grass after potatoes would make a simple and profitable inroad into the present prevalent system. I do not advise that all potato ground should at once be sown with this grass; but any potato ground cleared before the middle of September, that happens to be in good condition (and there is no hope for the five or ten acre farmer whose land is not in good condition), would pay infinitely better by being cropped with Italian rye-grass than with grain.

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Italian rye-grass follows potatoes in my rotation. It is the most profitable crop I grow. At present (1st July, 1864) I have a third cutting of it measuring 25 inches in length. In the dry and warm climate of the south and east of England red clover does better, but in the humid climate of this country Italian rye-grass is the most productive of all our grasses. As it is, however, a gross feeder and rapid grower, we must, in order to grow it successfully, till well and manure liberally; but when these conditions are fulfilled, I know no crop more profitable for the Irish small farmer who gives it as "soil" to his cattle. Of this crop, as of mangold wurzel, it has been said I give it undue prominence. It has been even said, that in recommending Italian grass I must have been thinking of warm soils and climates. As this grass is more extensively cultivated in the north of England and Scotland than in the south of England, this objection does not deserve further notice.

It has also been said this grass can be successfully grown only where there is an expensive and complicated system of irrigation for forcing it. This objection is rather amusing, considering I do not adopt any system—simple or complex—of irrigating it. I do not even apply the liquid manure of my cows to any crop, as I find it better to mix it with the heap of solid manure. In this way I get a more perfect manure. The solid manure retains all the valuable constituents of the urine, and the urine aids in decomposing the solid manure. But I top-dress the grass with artificial manure, which can now be procured in every town in Ireland. I find Peruvian guano is the best for use in spring and the earlier part of summer; and my practice is to apply it every evening to the grass cut during the day, at the rate of 1 lb. per square perch (statute). As the heat of the summer advances I substitute nitrate of soda for the guano.

The field of Italian rye-grass not only affords green forage for our cows during winter, but gives us plenty of hay for winter use. When any part of the grass is getting ahead of the consumption, and going to seed, we cut it for hay at the proper time. And this will always occur when heat and moisture push on the grass with great activity. It occurs with us, though we never sow all our Italian rye-grass at the same time.

In my rotation, Italian rye-grass is followed by oats. This year's crop is as promising as any which I have seen. I prefer oats to wheat or barley, for obvious reasons. The ground is rather loose for wheat, and as I graze the cows on the grass when it becomes too short for mowing, I could not prepare the ground in time for winter wheat. By digging or ploughing the ground in winter, and sowing barley early in spring, a good crop of this cereal may be raised, and at this year's prices it is paying better than oats. The oat is, however, a more certain and general crop, and as it yields more straw and of better quality than barley, I prefer it. It may appear that in my rotation there is too little straw for littering the number of cows kept on this little farm. By careful management we find no difficulty in this respect; but without care we would run short of straw

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towards the end of the season. From the moment that the first crop of straw became available on this farm we have not purchased a single straw. We can judge pretty well the weight of straw on our field of oats; we divide this by the number of days in the year, and have something to guide us in the use of this article. We had fully three tons of straw on our little field of oats last year, and this will leave a good margin to carry over to next harvest's supply.

In concluding my remarks on this rotation, I have merely to say, that while I have found it profitable, I am far from thinking it is the best that could be adopted everywhere. I explain to the teachers pretty fully the general principle of the rotation of crops; I discuss the profitableness of the several farm crops, and their adaptation to our soils and climate; I detail the several courses of cropping in general use, and explain some of the various modifications which may be made in them; and any man who follows me, and attends to what he is shown at Glasnevin, can, I should hope, frame a rotation suited to the circumstances of his own holding.

I now come to the balance sheet of the Albert School Farm for the twelve months ended 31st March, 1864. The valuations at the commencement and close of the year were made by Messrs. W. J. Goode (of the *Farmers' Gazette*) and Thomas Carroll (late of the *Agricultural Review*). They valued every item after most careful examination; and you will find their signatures to the valuation sheets. The accounts of receipts and expenses have been audited in the Accomptant's office. The following is the result:—

Summary of the Year and Balance Sheet.

	£	s.	d.		£	s.	d.
To amount of valuation on 31st March, 1863,	90	19	6	By amount received for potatoes, roots, &c.,	15	12	9
„ Amount paid in rent,	22	14	2	„ Amount of ditto sold, but not paid for,	9	11	2
„ Amount paid for seed, manure, &c.,	17	12	7	„ Amount received for cattle sold,	34	2	6
„ Amount paid for cattle during year,	44	11	6	„ Amount received for dairy produce,	100	15	8
„ Amount paid for new farming implements and repairs,	5	6	4	„ Amount received for petty sales,	0	3	9
„ Amount paid for labour,	18	4	0	„ Amount of valuation on 31st March, 1864,	83	1	4
„ Balance,	43	19	1				
	£243	7	2		£243	7	2

In connexion with this balance sheet I submit the following memoranda:—

1st. The charge for labour does not include the free labour of the pupils. In 1862 the greater part of the work of the farm was done by hired labour; in 1863 the heavier part of it was done by the pupils of the Albert Institution.

2nd. All the manual labour of this little farm could be done by the small farmer and his family—say a lad or two (according to age), and his wife or daughter to milk the cows and attend to the dairy.

3rd. It appears to me that the fair way in which my balance sheet can be viewed in connexion with the condition of the Irish small farmer is this—Is the profit shown in this balance sheet, plus the amount paid by me for labour, which the small farmer and his family could save, competent to maintain them and to allow a margin for the "rainy day"?

4th. It may be said the profits shown in this balance sheet could not be realized in the provinces. I admit at once it is not everywhere you can get 10*d.* a gallon all the year round for your new milk. Our rent, however, is about £4 a statute acre, which, though not higher than the value of the land so near Dublin, is yet very high compared with the rent of the same class of land in the provinces.

5th. I do not grow the crops which pay best in the neighbourhood. Thus, I do not grow any early potatoes; nor do I grow cabbage. Now, if I were so disposed I could raise early potatoes; to be followed by cabbage, which would be off the land within the same year. If I did this, I could increase my profit, but then it would not be an example which the teacher or the small farmer could imitate in a remote district of the country. When, in addition to all this, it is considered that I merely direct the cropping of this little farm—that my other duties engross the greater portion of my time and attention—and that the details are carried out by the pupils of the Albert Institution, I trust the year's transactions show a reasonable balance.

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I have next to bring under the notice of the Commissioners a few implements which appear to me very well adapted to the circumstances of the small farmers of Ireland, and which have been procured lately at the instance of Laurence Waldron, Esq., M.P., one of the Commissioners. When in company with Dr. Kirkpatrick I had the pleasure of examining the agricultural implements and machines at the International Exhibition of 1862, we met Mr. Waldron, who remarked that it was exceedingly desirable the Irish small farmer should have an implement which he could use as a plough, grubber, &c. Nothing further was done in the matter till the spring of the present year (1864), when Mr. Waldron wrote to me on the subject, requesting I would endeavour to procure one for his own use. After a good deal of personal communication and correspondence with Irish and English manufacturers, I succeeded in inducing two of the great houses of England to carry out my suggestions.

There are, however, great difficulties in bringing out an implement that will act as a good plough and a good grubber. As a general rule a combined implement will not give as much satisfaction at the several works for which it is used as the separate implements. I do not recommend a combined implement of this kind to the large farmer, believing it is far better for him to buy the best plough and the best grubber. But the circumstances of a vast number of Irish small farmers are very peculiar. We have in Ireland upwards of 400,000 farmers not one of whom holds above 30 acres. The great majority of these do not use a grubber at all. No one can therefore doubt the great advantages which a successful combined implement would present to this class of farmers. When Mr. Waldron wrote to me on this subject, it occurred to me at once that of all the implements *then* in use the one which could be most cheaply adapted to his views was one of Mr. Bentall's, Heybridge, Maldon, Essex, which I had frequently seen in England. And accordingly Mr. Bentall was the first—or one of the first—English manufacturers to whom I applied, and I must say he has evinced the greatest desire to meet my views, and adapt his implement to the wants of the small farmers of this country.

The combined implement to which I am directing attention has a long beam of wrought iron, a section of which is like a T inverted (⊥). This principle it is well known gives great strength, combined with lightness. To the beam are attached two short wooden handles. The shortness of the handles would at first appear to be an objection to the implement, as the ploughman has not the command over it which long handles give him; but there is a wheel in front which enables a ploughman of no great skill to work the implement.

The beam and handles are common to all the uses to which this implement is applied; without the wheel they weigh 4 st. 8 lbs. The wheel weighs 18 lbs.

The implement is converted into a common plough by attaching (by means of six bolts) to the under-side of the beam a plough-body (which carries share, mould-board, side-plate, sole-plate, &c., in one piece, capable

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of being attached or detached at pleasure) and by attaching a coulter to the beam. The weight of these parts being 6 st. 9 lbs., the entire weight of the implement mounted as a common plough is 12½ sts.

All our lea having been ploughed when the implement reached us, in April, we could only try it at cross-ploughing and also on a very hard piece of a head ridge. The latter proved a severe test, but the implement was fully equal to it. It went through the autumn-ploughed land very efficiently. As the plough body is altogether new, I am not able to say what the price may be.

The implement is converted into a ridging, or, as we call it, a double mould-board plough, by taking off the coulter and common plough body, and substituting for the latter a ridging body. In this state it weighs 12 stones, and is capable of forming and splitting drills very well at a small expenditure of power. The mould-boards are bolted together at the front, and can be widened out or drawn close, according to the width of drill wanted. By removing the mould-boards and sole-shoe or "ground," and fitting on two arms, one on either side, and at right angles to the beam, and by attaching a hoeing tine to each of these arms the implement is converted into a one-row or one-drill horse-hoe. A small harrow can also be attached behind the hoes at a cost of 9*s.* extra. By substituting cultivating tines for the hoeing tines, the implement is converted into a small grubber; and a very excellent little implement this makes. It can also be fitted up as a five-tined grubber, but for many Irish small farmers a three-tined implement is large enough.

The implement is also fitted up as a potato raiser, by removing the side tines and putting a brander on the centre one.*

Messrs. Howard, of the Britannia Works, Bedford, have also, at my suggestion, brought out a new combined implement which I have next to bring under your notice. I may say of this firm, without offending any other, that they occupy the leading position as plough-makers. Their Champion plough is known wherever good farming is practised. The head of the firm, Mr. James Howard, who is the present Mayor of Bedford, is one of the ablest and most inventive, as he is one of the most enterprising and successful of the great manufacturers of England. When he took up my idea, I looked forward with considerable interest to the result of his labours.

Mr. Howard had greater difficulty in adapting any of his implements to my views than Mr. Bentall. The latter had to fix a common plough body to the beam of his horse-hoe. Mr. Howard had to fix grubbing tines to the beam of a plough. The shape of the beam and handles could not be materially altered without injuriously affecting the efficiency of the implement as a plough. And owing to the depression at the junction of beam and handles, and as two of the tines are attached here, the front tine (which is attached about the same place as the coulter) is longer, and therefore more liable to bend and break than the others. Mr. Howard has overcome this difficulty in a simple and successful manner.

In the implement which Messrs. Howard have sent us on trial there are only three tines; but they are prepared to attach five for any person who wants them.

* Since this was written Mr. Bentall has given me the prices of the several parts of the combined implement. He begins with the single ridge hoe, which, he says, is most in request in England; of this the price is £2 2 0

To convert it into a double mould-board plough the cost is . .		0	12 6
,, ,,	a three-tined cultivator or grubber the cost is .	0	10 6
,, ,,	a common plough	1	7 0
,, ,,	a potato raiser	0	13 0
	Total cost of five implements, . .	£5	5 0

Messrs. Howard's implement now embraces:—

1st. A first-class common plough of new pattern, marked L. B. Fitted up with two wheels and steel breast, the price is £4 15*s.* When the breasts are made of cast-iron the price will be 7*s.* 6*d.* less, or £4 7*s.* 6*d.*

2nd. Ridging, or double mould-board body, with steel breasts, £2. When the breasts are made of cast-iron, £1 10*s.* This is one of the best ridging-ploughs in use.

3rd. Wrought iron frame, and three grubbing tines for ditto, £1 10*s.*

4th. Brander for converting the implement into a potato raiser, £1.

5th. Hoeing tines, 11*s.*

I have the honour to be, sir, your very obedient servant,

THOMAS BALDWIN.

Thomas Kirkpatrick, Esq.,
Head Agricultural Inspector.

No. 3.—REPORT of Mr. WILLIAM BOYLE upon the Cropping, &c., of the ALBERT FARM, Glasnevin, for the year 1863.

Albert Farm.

Albert Model Farm, Glasnevin.

SIR,—I beg to submit the particulars of the cropping, and of the main features in the management of this farm, for the year 1863.

The crops were, on the whole, superior to those of the preceding year, as the following comparative returns of the averages of both years will show :—

Crops.	1862.	1863.
Wheat,	100 stones per statute acre.	208 stones per statute acre.
Oats,	187 „ „	176 „ „
Barley,	150 „ „	186 „ „
Mangel,	25 tons „	25 tons „
Turnips,	20 „ „	22 „ „
Potatoes,	8 „ „	12 „ „

The produce of wheat in 1863 was rather more than double that of 1862, and the sample was much superior also.

The area under wheat and barley is small compared with the breadth under oats annually on this farm, as the former vary very much in their returns, while of oats there is almost invariably a good crop.

It will be observed that the produce of potatoes in 1863 was one-half larger than in 1862, but the proportion diseased in the crop of 1863 was much larger than in that of 1862, as may be seen by the following table :—

Produce per statute acre of Potatoes in 1862.		Produce per statute acre in 1863.	
Total.	Per centage diseased.	Total.	Per centage diseased.
8 tons.	10	12 tons.	30

So that the difference in the available produce of the two years was not very great.

The produce of the crops generally on this farm is very large—far above the average even of well-cultivated districts ; but the returns could be still considerably increased were it not necessary to have a great many varieties of the several crops for the instruction of the pupils—that they may have an opportunity of examining and comparing them. But as it is desirable and necessary that the pupils should have the advantage of learning while they work, any deficiency in produce and additional labour incurred, arising from the management of small lots of several crops, will,

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it is hoped, be well invested in the additional information which these young men must acquire while with their own hands they do all the work which this arrangement involves, and when their days' work is over they are invited to write down the particulars and the results.

The *quantity* of farm produce per acre, however, is not everything. It is pleasant to see a magnificent crop of wheat or oats, but when turned into cash of late years the result has not been encouraging. A good yearling calf (without a pedigree) would bring as much as an acre of wheat or oats. Even comparing the price of grain in 1862 and 1863, I find that there is a difference against the latter year of about £2 per statute acre. This is equal to the rent of some of our best lands. It is evident, therefore, that at present prices it would be ruinous to farmers to continue to grow a large proportion of grain crops.

In view of the low price of grain, and taking into account the large proportion of this farm under tillage, ten statute acres have been this year added to the permanent pasture for the dairy cows; and as these ten acres adjoin their present outlet, and are close to the farm-yard, having also a good supply of water, they are well suited for the purpose stated.

I have no doubt but that this piece of pasture, so well situated, and under the circumstances explained, will be more profitable than if it had remained in tillage, besides the advantages likely to be derived from having our very valuable dairy cows longer out in the open air for exercise, &c.

I have not referred to the cultivation of flax—a crop in the management of which I am greatly interested, as I know its value, and I hope the present popular movement about extending its growth in the south and west will be properly directed, and that the result will be a great success. We have grown some on this farm for several years and have turned the *seed* to good account in the feeding of calves; but we have not prepared the fibre. I trust the Commissioners will now erect a suitable machine for cleaning the fibre, which can be done at a small cost, and the *power* for driving it is already provided. There is no chance of success for the flax movement if mills or machines are not got up to prepare the fibre for market; and if our pupils here and visitors coming to the place saw a plain, substantial machine at work, and such as could be put up in any part of the country, it would be of the greatest service at the present juncture.

Live Stock.—The breed of cattle has been greatly improved on this farm during the past five or six years, and there is now an excellent stock of dairy cows and young cattle.

We had no case of pleuro-pneumonia during the year. One cow died after calving, and a valuable farm horse died from "laminites." On the whole, however, the stock were very healthy during the year just past.

Our small flock of sheep are quite healthy; we had no casualty among them during the year, and the returns from this department are satisfactory.

Taking into account that this farm is laid off into several divisions for the purpose of carrying out a variety of rotations of cropping, and that these are varied and arranged in a great measure for the instruction of the pupils, it is not to be expected that the largest returns, in a financial point of view, can be realized. I think, however, that when it is stated that on the average of the last seven years the *farm* has paid all its own demands (including a rent of six guineas an Irish acre, and a very heavy annual expenditure for implements to keep the pupils well supplied with every variety necessary for farm work), it will be considered by those who are best acquainted with the establishment, and has been so considered by the Right Honourable E. Cardwell, M.P., who visited it and examined

the accounts while he held of office of Chief Secretary, that the farm will have done all that can reasonably be expected from it. *Appendix G.*

Experiments are frequently carried out for the purposes of instruction which frequently involve a loss; but two acres of the farm have now been set apart for particular and educational experiments, and in this way the results can be traced accurately in the produce of subsequent years. Appendices to Agricultural Report.

Well-bred sires are kept at the farm for the improvement of the stock in the neighbourhood, and their influence has extended for many miles around. In these and several other cases the financial results are not favourable, but the objects of the institution are promoted. *Albert Farm.*

I now submit tables of the principal crops grown on the farm for the year 1863.

Returns of Oats, Barley, and Wheat—produce for 1863 :—

No. of Field or Lot.	Name of Crop.	Date of Sowing.	Date of Reaping.	Seed per statute acre.	Produce per statute acre. Stones.	Observations.
4-crop, No. 1.	Potato oats, .	March 11,	August 18,	6 stones in drills.	176	A good average crop.
No. 3.	Black Tartarian oats.	April 11,	Sept. 2, .	6 stones in drills.	170	Rather below the average return from this variety.
New 4-crop, No. 3.	Early Sandy oats.	March 19,	August 20,	6 stones in drills.	181	This is an excellent kind for land where oats are liable to *lodge*, as it stands well, and the grain is of good quality.
5-crop, No. 5.	Potato oats, .	March 16,	August 14,	10 stones broadcast.	180	This sample weighed 46 lbs. per bushel, and was all sold for seed.
No. 3.	Golden melon barley.	April 25,	Sept. 1, .	6 stones in drills.	186	Above an average.
New 4-crop, No. 1.	Trump wheat,	Dec. 27, 1863.	August 10,	10 stones broadcast.	209	This appears to be a variety of the "Chiddam." The sample is very fine.
No. 2.	Hallett's pedigree wheat.	Do., .	August 19,	3 stones *dibbled.*	190	A very strong growing sort. It had not a fair trial with the others, as the small quantity of seed sown should have been in earlier.
No. 3.	Red Lammas,	Do., .	August 10,	10 stones broadcast.	226	One of the best Red wheats.
No. 4.	Red chaff white.	Do., .	August 19,	10 stones broadcast.	226	This variety *lodges* less than any other White sort we have tried, and the sample is also good.

The wheat crop of 1863, was the best we had on this farm for many years.

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The following sixteen varieties of Swedes were grown on the farm in 1863, with the view of comparing their qualities, and for the instruction of the pupils; the table below will show the particulars of this interesting experiment:—

No.	Variety of Swede.	Date of Sowing.	Manures applied.	Produce per statute acre.
				Tons. cts. sts.
1	Skirving's (No. 1), . .	6th June.	7 cwt. superphosphate per statute acre.	17 17 1
2	Do. (No. 2), . .			19 5 2
3	Do. King of Swedes,			20 3 2
4	Sutton's Champion, .			22 2 7
5	Do. do. (No. 2),			22 1 4
6	Leinster Swede, . .			21 2 0
7	East Lothian, . . .			18 15 2
8	Green top, . . .			18 19 1
9	Improved purple top, .			18 19 1
10	Laing's, ...			15 18 2
11	Imperial purple top, .			19 16 0
12	Tankard, . . .			20 3 2
13	Bronze top, . . .			17 18 5
14	Marshall's, . . .			18 15 7
15	Matterson's, . . .			18 4 2
16	Curwen's, . . .			19 10 3

It will appear from the above returns that Sutton's Champion and the Leinster Swede gave the largest produce; while of the newer sorts the Tankard gave the heaviest crop—equal to Skirving's King of Swedes, which is also an excellent variety.

The following other varieties of turnips were also grown in the year 1863, to test their productive and feeding qualities, and for the instruction of the pupils, that they might be able to compare and note down the best kinds to sow at different seasons:—

No.	Variety of Turnip.	Date of Sowing.	Manures applied per statute acre.	Produce per statute acre.
				Tons. cts. sts.
1	Dale's hybrid, . .	13th June.	2 Peruvian guano; 4 superphosphate.	22 18 2
2	Tweeddale purple top, .			26 11 5
3	Green top Aberdeen, .			26 2 4
4	Purple top do., . .			26 17 0
5	Fosterton hybrid, . .			28 8 2
6	Grey stone, . . .			31 3 2
7	Orange jelly, . . .			19 5 0
8	Early field yellow, . .			25 13 3
9	Yellow tankard, . .			22 18 2
10	Pomeranian globe, . .			26 11 5
11	Green top globe, . .			23 16 5

The pupils took great interest in examining and comparing these varieties, which were grown in the same field with the sixteen different kinds of Swede; and the whole twenty-seven lots being distinctly labelled, they derived a great deal of information on the turnip crop from their close observations of the management and results of this particular experiment.

The subjoined table gives the particulars of the mangel crop for the year 1863 :—

No.	Variety.	Date of Sowing.	Manures applied per statute acre.	Produce per statute acre. Tons. cts. sts.
1	Yellow globe,	28th April,	15 tons farm-yard; 3 cwt. superphosphate; 1 cwt. Peruvian guano; 6 cwt. of salt.	27 10 0
2	Red globe,	29th April,		26 19 0
3	Long yellow,	2nd May,		22 9 0
4	Elvethan long red,	Do.,		21 18 0
5	Green top, white,	Do.,		23 9 5
6	New oval yellow,	Do.,		23 8 0

The above results are different from those obtained in several previous years, as the new oval yellow has hitherto given the largest crop. The difference in the time of sowing, however, although but a few days, may account partly for the difference between the produce of the yellow globe and the new oval yellow. The weather may change in a day or two from being very favourable for sowing the crop, to be quite the reverse, and no fair comparison can be instituted except all the kinds are got in on the same day.

On the whole, the mangel crop of 1863, was very good on this farm, and each year we find the value of this crop increasing, as it affords such a large amount of excellent feeding for milch cows in the spring and summer months, and which could scarcely be supplied by any other crop.

Cropping, 1863.

Experiment with thirteen different sorts of Potatoes.

No. of Lot.	Potatoes—Variety.	Produce per statute acre. Tons. cwts. sts.	Per-centage Diseased.	OBSERVATIONS.
1	French whites (late variety.)	9 3 7	73	A strong growing sort, and tubers well shaped; but, as this first trial shows, very subject to the "disease."
2	French whites (early variety.)	7 7 3	67	Much the same as lot 1.
3	French reds (No. 1.)	13 12 0	9½	This is a good hardy sort, so far as can be judged by one year's trial.
4	French reds (No. 2.)	13 10 6	12½	Probably the same sort as No. 3.
5	French yellows,	9 18 2	53	Rather better than the "whites," but not nearly so good as the "reds."
6	Arrowsmiths (seedlings.)	7 18 1	33½	These are tender varieties, and give small returns compared with Kemps or Forty-folds—two good early sorts.
7	Wellingtons,	6 16 5	30½	
8	Fortyfolds	12 8 4	20	An excellent potato, comparatively free from disease.
9	Scotch Downs,	13 15 4	40	No improvement on the "white rocks," which are now more generally grown than the "Downs."
10	Kemps,	15 5 3	39	One of our very best second early potatoes.
11	Skerry blues,	13 3 4	9·8	By far the least liable to disease of all the kinds we grow.
12	Red rocks,	12 5 0	52½	The per-centage of diseased in this lot, and in several of the others, may be attributed in part to the sheltered state of the land where grown, and also to its being in very high condition. The Skerry Blues, however, appear not to be affected by these circumstances.
13	Dalmahoys,	13 6 7	34	Appears to be a variety of the Kemp.

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The following table shows the comparative produce of black and white Tartarian oats, and also of Scotch Birley oats compared with both :—

No. of Lot.	Variety of Oats.	Date of Sowing.	Date of Reaping.	Produce per stat. acre.	OBSERVATIONS.
				Stones.	
1	White Tartarian, .	April 1.	Sept. 7.	170	These lots were all sown broadcast, at the rate of 10 stones per statute acre.
2	Black Tartarian, .	Ditto,	Aug. 22.	228	
3	Scotch Birley, .	Ditto,	Aug. 18.	180	The straw of this variety is soft, and is liable to *lodge*.

It will be seen by the table that the white Tartarian was sixteen days *later* than the black Tartarian, and twenty days later than the Birley oats —which seem to be a variety of the common potato oats.

The white Tartarian is also a very light weighing sample, owing to the grain being much awned. The straw is rather better than that of the black Tartarian, but on the whole the latter variety is to be preferred.

The Birley oats are no improvement on the potato-oats, and as the straw is not so good it cannot be recommended for this country.

The following shows the rain-fall and average mean temperature registered at the Albert Model Farm for the year 1863:—

Months.	No. of Days on which Rain fell.	Rain Fall in Inches.	Average Mean Temperature.	
			9 A.M.	9 P.M.
January, . .	15	3·005	40·47	42·00
February, . .	8	0·385	43·71	45·23
March, . . .	10	1·500	46·33	45·33
April, . . .	12	1·440	49·97	47·19
May, . . .	13	1·525	53·85	50·98
June, . . .	19	2·356	60·70	57·20
July, . . .	6	1·345	61·02	58·07
August, . .	21	3·434	60·75	57·52
September, . .	21	2·947	53·03	51·61
October, . .	26	6·710	49·64	49·06
November, . .	15	3·360	46·68	47·87
December, . .	14	2·270	43·50	44·41
Total, . .	180	30·277	—	—

Average mean temperature during the year—

At 9, a.m. was 50·80°. | At 9, p.m. was 49·68°.

I have the honour to be, sir, your obedient servant,

William Boyle, Agriculturist.

To Dr. Kirkpatrick.

No. 4.—Report of Mr. D. Cunningham, upon the Munster Model Farm, for the year 1863.

Sir,—The cropping of this farm for 1863 was more successful than that of the three previous years, arising principally from a more favourable season for maturing grain crops, &c. The wheat crop yielded a fair average, and was disposed of principally for seed. The barley crop was more than an average; but the oat crop was not so good as in former years. Potatoes were a splendid crop, yielding 10 tons to the statute acre, and were generally free from disease. The mangold crop averaged only 16 tons; but the turnip crop yielded as high as 26 tons to the statute acre. One half acre of flax yielded 10½ cwt. of steeped, of a fair quality, and gave, when scutched, 15½ stone of marketable flax, value for 10*s.* per stone, thus giving a return of £15 to the statute acre.

Receipts.—The receipts from dairy produce show a slight falling off when compared with the previous year, which arose from the dairy stock having been attacked with the "*mouth* and *foot* disease;" and so virulent was the attack, that a great number cast their hoofs. The average return from each cow was somewhat over £12, including, beside the sales of milk and butter, the value of that applied to the rearing of calves, &c.

There was a largely increased sale of stock, arising principally from paying attention to sheep farming, which was at one time carried out on this farm, but had to be abandoned in consequence of the sheep dying from the disease known as "*rot*." The sheep are now kept from eight to ten months on the farm, and are sold-off fat, together with their lambs, and by keeping them only for this short period, the loss by disease is avoided.

I beg to lay before you the result of the department of farm management, which I think has been so far successful:—

Munster Model Farm—Sheep Account.

Dr.	£	*s.*	*d.*	*Cr.*	£	*s.*	*d.*
To 23 ewes, at 35*s.* each, .	40	5	0	By cash for wool sold, . .	10	12	2
,, Railway expenses, &c., .	2	17	2	,, ,, lambs do., . .	32	12	0
,, Shearing, &c., . .	0	10	6	,, ,, sheep do., . .	46	2	0
,, Hire of ram, . . .	5	0	0				
,, Balance gain, . . .	40	13	6				
	£89	6	2		£89	6	2

The hire of a ram for 23 ewes was too high at £5; the gain otherwise would be still higher.

One sheep and one lamb died, thus giving a loss of 4 per cent. on the ewes, and 3 per cent. on the lambs. A larger number of ewes were bought after these were sold off, and I am happy to inform you that the result in sales up to this time is still more favourable.

The receipts from all kinds of farm produce realized £709 9*s.* for 1863; the receipts amounted to £704 9*s.* 3*d.* for 1862, thus showing a slight increase.

Expenditure.—Under this head there has been a decrease in paid labour, purchase of feeding stuffs, implements, manures, and seeds—amounting to £51. There has been a considerable increase in "cattle purchased." The expenditure for 1863 amounted to £490 11*s.* 5*d.*, and for the previous year was £520 17*s.* 4*d.* I expect that the present year will show a still further decrease in expenditure, and a considerable increase in receipts. On the whole the present year is a great deal more favourable in a pecuniary point of view than the two previous years.

Experiments.—During the past year I conducted some additional experiments in dairy management, in order to complete those investi-

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gations into the most judicious and effective plans to be pursued in this important department of farming economy, the commencement of which I sent a statement of to be embodied in the last General Annual Report on Agricultural Schools. I also, at the request of the Agricultural Society, conducted experiments to determine the relative merits of imported French seed potatoes. The reports on these experiments, which I laid before the members of the Agricultural Society, were published in the last Annual Report of the County Cork Agricultural Society, from which I beg to submit the following extracts :—

"EXPERIMENTS.

"Your Committee refer with satisfaction to the reports by Mr. Cunningham, of the Munster Model Farm, of experiments tried by him for the purpose of determining the best kind of vessel for setting milk in, the most profitable depth at which the milk should stand in the vessels; and of a trial of the various kinds of potatoes imported last year from France by the Society, all of which are printed in the appendix. Such experiments, carefully carried out, and faithfully reported, are of great agricultural value; and did funds at the disposal of the Society admit of it, money prizes might, with great advantage, be awarded for them. In the meantime, your Committee would beg to suggest to Mr. Cunningham, and to other members of the Society, the desirableness of experiments for the purpose of testing the efficacy of the more common manures now in the market; for example, the same money's worth of phospho-guano, bone superphosphate, coprolite, superphosphate alone, or mixed with Peruvian guano, against Peruvian guano, as manure for green crops; nitrate of soda and sulphate of ammonia, against Peruvian guano, as top-dressing for corn, the comparative advantage of using corn, malt, or oil-cake in cattle and sheep feeding. Experiments such as these are, it is true, constantly being made by members of farming societies and farmers' clubs in England and Scotland, and reported in the agricultural journals. Nevertheless, similar experiments, if performed and reported on with equal intelligence by our members, would, our climate and soil being different, afford more reliable data for the guidance of our farmers.

"Mr. Cunningham then read the following:—

"Munster Farm, Cork, November 7th, 1863.

"My Lord and Gentlemen,

"In the early part of the present year it was suggested by Francis Jennings, esq., a member of your committee, that it would be desirable to import some seed potatoes from France, as it was observed in the previous year that the 'disease' had not attacked the potato, or very slightly, in the north of France, and that seed from such a quarter would very likely produce a sound crop if planted in Ireland. The society acted upon this suggestion, and several kinds of potato were imported and distributed to the members. The potatoes were labelled 'reds,' Nos. 1 and 2; 'lates,' 'earlies,' and 'yellows'—in all five kinds. The seed was good and sound, and only one or two were found having the marks of the disease. The quantity given by the society to the Agricultural School Farm was a stone of each kind, and they were planted on the 23rd of March, in ground which had not given a crop of potatoes for a number of years past. The ground was previously manured in the autumn, so that the seed did not come in contact with the dung. The French earlies planted 72 square yards of ground, and produced $16\frac{1}{2}$ stones of potatoes, of which $6\frac{3}{4}$ stones were diseased. The yellows planted 53 square yards, and produced $12\frac{3}{4}$ stones, of which $3\frac{1}{2}$ stones were diseased. The 'lates' planted 33 square yards and produced 12 stones, of which $3\frac{1}{3}$ stones were diseased. The reds Nos. 1 and 2 planted 146 square yards, and produced 51 stones, of which only two stones were diseased. It may be observed that some of the kinds planted more than double the space of ground of others, in consequence of the potatoes being smaller and cutting into a greater number of sets. There did not appear to be a single failure in the seed of any of the kinds. They were all raised on September 28th, carefully sorted and weighed. The French earlies were remarkably small in the 'tops' or 'shaws,' having no blossoms, and withered very early in the season. The appearance of the crop was decidedly against it, but on trying the potatoes, I was astonished at the number and size of the tubers—at this time (July) not a single one of them was diseased. Although late planted, it was the earliest kind on the school farm, coming in before 'Dalmahoy's,' 'American earlies,' and 'kemps.' It is a good table potato, and I consider it a great acquisition. The 'yellows' also had a small top without blossoms, and proved itself an early potato, and a pretty good cropper. It was not so pleasant a potato as the 'earlies.'

"The 'lates' had a large coarse top, and were attacked by the disease long before they came to maturity. The potatoes, when raised, were of an average size, coarse in appearance, and unfit for table use. I do not recommend it, as we have kinds very much their superior. The 'reds,' Nos. 1 and 2, were exactly the same, as far as regards the appearance of the tops, blossoms, and tubers. The tops are of a medium size, and had a splendid appearance when in bloom, reminding one of the crops in August, previous to the disease

of 1845. It is a very good cropper, the tubers very even in size; it withstood the disease much better than any of the other kinds. When boiled they had a beautiful pink appearance when the skin was taken off; it is a pleasant table potato, boils well, and is, on the whole, a potato which I would recommend to be planted for the future. I have, in the annexed table, compared these four French kinds with four other well-known potatoes, and given the produce per acre, and the per centage of disease.

"TABLE OF POTATOES, &c.

Kinds of Potatoes.	Produce per acre.	Per centage of disease.	Remarks.
FRENCH IMPORTED.	Tons. ct. st.		
Earlies,	6 18 5	40 per cent.	A good potato.
Yellows,	7 3 0	27 „	Fair do.
Lates,	11 0 0	28 „	Coarse do.
Reds,	10 16 3	4 „	Good kinds.
IRISH KINDS.			
Dalmahoy's,	8 4 0	56 „	Good.
Red Rocks,	10 9 4	1 „	Do.
White Rocks,	11 15 0	8 „	Do.
Scotch Downs,	11 10 0	5 „	Do.

"The potato crop of 1863 will be remembered for being the heaviest since 1845, the produce in the school farm being nearly 12 tons per statute acre. The French kinds have also produced heavy crops, but they are not so hardy in their constitution as the Irish sorts are, with an exception. To sum up, I would advise the French 'lates' to be discarded, to give the 'yellows' another trial, and to admit the 'earlies' and 'reds' as standard crops. I may take this opportunity of mentioning that there were planted on the school farm nearly 100 kinds of potatoes, and of these about eighty were presented by Mr. Tomkins, of Winthrop-street, which had been raised from seed of the apple of the 'kidney' potato. In another year I hope to be able to give a report of these seedlings. Specimens of them were exhibited at the society's show in August last, and also at the Royal Agricultural Society's at Kilkenny. At both places they were very much noticed and admired.

"I have to thank Mr. Tomkins for the great interest he has evinced in the agricultural school, as through him I have received a valuable collection of geological specimens, for the instruction of the pupils, from Mr. Austen, of the Grange, Fermoy.

"D. CUNNINGHAM."

"Munster Farm, Cork,
"December 5th, 1863.

"Gentlemen,

"It may be recollected, that I had the honour of bringing before you in February last, a paper on the various kinds of vessels employed in the dairy, and which was published in the society's last report.

"I showed from carefully conducted experiments, carried out at the Munster School Farm, that the materials of which dairy vessels are made had a considerable influence on both the quantity and quality of the butter produced. I found that *glass* vessels gave the largest and best quality of butter, and I stated, that although their first cost considerably exceeded that of other vessels, yet that in the end I found them to be the most economical. The facility with which they can be washed and cleansed, &c., reduces the cost of labour by at least 100 per cent. Wooden vessels gave the smallest quantity of butter, and its quality was inferior to that from milk set in glass vessels. It is almost impossible, owing to the naturally porous nature of the wood, to keep the wooden 'keelers' properly clean and free from acidity, and without which, I need scarcely remark, good and well-tasted butter cannot be obtained. In the same paper I mentioned, that many persons entertained the opinion that shallow pans or vessels threw up a larger proportion of cream than deep ones did, and I instanced an experiment which was published in the agricultural papers. The experiment was thus set forth:—

In pans containing	1	quart,	the cream measured	1 gill.
Do.	do. 2	do.	do.	2 do.
Do.	do. 3	do.	do.	2½ do.
Do.	do. 4	do.	do.	3 do.
Do.	do. 5	do.	do.	3½ do.

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"With the view of ascertaining whether there would be any difference in the per centage of butter from milk set in deep and shallow pans, I instituted some experiments in the school farm dairy, and I now beg to submit the results. In the months of July and August, I made repeated attempts to carry out this experiment, but failed in consequence of the very high temperature in those months. It was indeed found to be almost impossible to make butter during these months, even with the use of ice for reducing the temperature of the milk.

"I had hoped to carry out this experiment at that season, as the cows were then fed solely on grass. It was, however, during the month of September the experiments were made, and the cows were then getting a small quantity of mangel leaves in addition to grass. The milk was measured, skimmed, and churned under my own supervision. I have tabulated the experiments, giving the kinds of vessels used, the depth of milk, and number of quarts in each, the produce of butter, and the increased per centage in each kind of shallow pan.

"Tabulated Experiments of Deep and Shallow Pans.

	Milk Vessels.	No. of vessels in each experiment.	Depth of milk in each vessel.	No. of quarts of milk in each pan.	Total quarts of milk in each experiment.	Total produce of butter.	Increase of butter in ounces.	Per centage of increase in favour of shallow pans.
		Pans.	Inches.	Qts.	Qts.	Oz.	Oz.	Per Ct.
No. 1 Experiment, Date, Sept. 5.	Glass,	4	1 1-5	3	12	20½	½	2½
	Do.,	3	1¾	4	12	20	—	—
	English ware,	4	2½	3	12	20½	½	2½
	Do.,	3	3 1-5	4	12	20	—	—
No. 2 Experiment, Date, Sept. 12.	Glass vessels,	3	1 1-5	3	9	14½	¾	4½
	Do.,	2	2 1-5	5	10	15½	—	—
	Tinned iron,	3	1¾	3	9	14¼	¾	4½
	Do.,	2	2¼	5	10	15¼	—	—
No. 3 Experiment, Date, Sept. 19.	Glass vessels,	3	1 1-5	3	9	14	⅔	3½
	Do.,	2	2 1-5	6	12	18	—	—
	Delft vessels,	3	1¾	3	9	13	½	2
	Do.,	2	2¼	6	12	17	—	—
No. 4 Experiment, Date, Sept. 22.	Glass vessels,	3	1 1-5	3	9	14	½	2¼
	Do.,	2	3 1-5	8	16	24½	—	—
	Wooden vessels,	1	1¾	8	8	12	1	4¾
	Do.,	1	3½	16	16	23	—	—
No. 5 Experiment, Date, Sept. 29.	Glass vessels,	2	1¾	4	8	12¾	⅛	1
	Do.,	1	4½	12	12	19	—	—
	Wooden vessels,	1	¾	4	4	5½	¾	4
	Do.,	1	2¾	12	12	18	—	—

"The increase in favour of shallow pans I found to vary from 1 per cent. in glass to 4¾ in wooden keelers. It may be remarked, that each experiment consisted of two kinds of vessels—glass having been taken as the standard, and this was done for the purpose of again testing the accuracy of my former experiment, with regard to the best material for milk vessels. The former experiments were carried out during the winter season, when the temperature of the dairy varied considerably, and the cows were then fed upon roots, rape-cake, brewer's grains, and straw. The experiments fully show that both in summer and winter the materials of which milk vessels are composed have a decided influence on the yield of butter. The quantity of milk in the shallow pans was 3 quarts of milk in seven experiments, 4 quarts in four, and 8 quarts in one experiment. In deep pans the quantity of milk commenced at 4 quarts, and by graduation reached up to 16 quarts. The per centage of increase in the shallow pans differs very little, if any, when glass vessels were compared with those of delft, tinned iron, or earthenware, but when glass vessels were compared with wooden ones, the difference was much greater. The result of the entire experiment shows, that shallow vessels do produce more butter than deep ones, ranging from 1 per cent. to 4¾ per cent. The average increase is 3 per cent. in favour of shallow pans. The practical question then arises:—will it be desirable to extend our dairies to more than twice their present size, to purchase three times the quantity of milk vessels, thereby involving an increase of labour and expense, in order to gain 3 per

cent. of butter? There can, however, be no doubt that where only a few cows are kept, it will be advisable to use shallow pans. *Appendix G.*

"On reading an elaborate article on milk, by Dr. Voelcker, in the *Royal Agricultural Society's Journal*, I was much struck by an experiment conducted by Sannert, which shows that milk should be skimmed in 30 hours, to obtain the largest quantity of butter, the temperature being at 60°. Two equal quantities of milk were put aside, of which the first, skimmed after 30 hours, yielded 30 lbs. of butter, and the second, skimmed after a lapse of 60 hours, gave only 27 lbs. of butter. Now, the practice in this country is to allow the milk to sit longer than 60 hours, in fact, until the milk has changed from the acetous fermentation to the putrefactive. The result of which is seen daily in the Butter Exchange, the greater portion of the butter sent in from the country commanding only third and fourth qualities. For the purpose of ascertaining the proper time to skim milk, I beg to give you the result of two experiments on that point. Four pans of milk of 9 quarts each were set, the first was skimmed in the course of 30 hours, the second in 36 hours, the third in 48 hours, and the fourth in 60 hours. In the first pan the milk was perfectly sweet—that is, free from any trace of acidity—when tested by litmus paper, as was also the second; the third showed slight acidity, and the fourth decidedly so. The yield of butter in the first was 9½ oz., in the second, 11½, and in the third and fourth, 14 oz. A second experiment gave similar results—the temperature being 55°. It thus appears that as long as the milk keeps sweet, the '*milk globules*' continue to rise; that as soon as it turns sour, whether in 24 hours or 60 hours, the cream should be taken off, and under no circumstances should it be allowed to remain a longer time. Appendices to Agricultural Report. *Munster Farm.*

"D. Cunningham.

"Mr. Dunscombe considered the report a very valuable one, and moved a vote of thanks to Mr. Cunningham for it.—It was seconded by Dr. Morrogh, and agreed to."

The following is the record of the rain-fall and average mean temperature, at the Munster Agricultural School, Cork.

1863.	No. of Days on which Rain fell.	Rain-fall in Inches.	Average Mean Temperature.
			°
January, . .	17	2·615	41
February, . .	7	·650	46
March, . . .	14	4·255	46½
April, . . .	7	1·150	49½
May, . . .	12	1·265	53½
June, . . .	16	3·165	57½
July, . . .	5	1·155	62
August, . . .	18	4·525	59⅛
September, . .	10	1·600	55
October, . .	24	6·590	46½
November, . .	16	3·160	49
December, . .	11	3·015	45
Totals, .	157	33·145	—

The highest temperature of the year was on the 11th of July, when the thermometer in the shade reached 80°; and the lowest was on the 11th of January, when the thermometer fell to 28°.

I have the honor to be, sir, your obedient servant,

D. Cunningham, Agriculturist.

To Dr. Kirkpatrick.

No. 5.—Report of Mr. Richard Lindsay, upon the Kilkenny School Farm, for the year 1863. *Kilkenny Farm.*

Sir,—In compliance with your desire, I beg leave to submit the following statement of the cropping, &c., of this farm for the past year (1863).

The result of the past year's operations is not so successful as I expected,

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owing to causes quite beyond my control; but when it is considered what a high rent is paid for this farm, £146 11*s.* a year, together with the charge for interest on money expended on indispensable "permanent improvements" (£12 10*s.* 3*d.* yearly), and proportion of unexhausted lime applied (£42 3*s.* yearly), making in all £201 4*s.* 4*d.*, or a rent of nearly £4 4*s.* per Irish acre, and that this is more than double the rent paid for any land of same quality in its immediate vicinity, I think it will be seen that I have not been so very unsuccessful as at first appears. Again, you are well aware of the condition this farm was in when it came under my charge—it was *poor*, *dirty*, *wet*, and *difficult to labour*. I have cleared it, enriched it, and brought it under a regular plan of arrangement and of cropping, and I am now draining a portion of it each year. It is gratifying to me to find that it now presents an appearance of cropping and general management that elicits the admiration, not only of the Board's Inspectors but of the public generally, as the official reports to the Education Office and those that have appeared in the local journals will, I think, amply testify.

The farm contains about 79 statute acres; of these, 4 are under roads, buildings, and river, &c.; 13 acres "permanent pasture," and the remaining 62 worked on a "four-course rotation."

The subjoined table gives the cropping for the past year:—

Name of Crop.	Extent. A. R. P.	Produce per acre.
Wheat,	16 0 0	7½ barrels.
Oats,	6 0 0	10 „
Potatoes,	6 0 0	3 tons.
Turnips,	11 0 0	20 „
Mangels,	4 0 0	10 „
Cabbages,	1 0 0	20 „
Beans,	0 2 0	160 stones.
Vetches,	1 2 0	12 tons.
Meadow,	16 0 0	1¼ „

The produce of hay was considerably below the average of previous years; that of all the other crops—mangels and potatoes excepted—was greater than in 1862, but the price of every description of farm produce was much lower. Thus wheat was only 24*s.* per barrel against 27*s.* the previous year; oats, 8*s.* against 12*s.*, and so on with all other items of farm produce. Potatoes were particularly bad here last season, upwards of three-fourths of them being diseased, and only fit for cattle-feeding. Mangels, too, should have produced much better, as they were well manured and properly cultivated. I find this crop is yearly deteriorating in produce in this district, and I have determined to curtail my sowing of it in future very considerably. Indeed, on the whole, the condition of the heavy clay land farmers of this district is little better than what it was in 1862. The crops of the present season, however, promise very well for so far, and it is to be hoped they will continue to progress satisfactorily, and that the coming harvest will make some amends for the deficiencies of its predecessors.

During the past winter eleven acres of the farm have been drained, and the land is now occupied with promising crops of turnips and mangels. There are in all sixteen acres now drained, and it is wonderful what an improvement it has effected on it. The whole farm suffers greatly from the effects of wetness; and from its stiff, retentive character, it is almost unmanageable in wet seasons. It is absolutely necessary that the remainder be also thorough-drained, and when all is gone over and rendered dry, it will become a most productive farm, and realize the most sanguine expectations of the Commissioners.

The boarding-class was well attended, there being no vacancies during

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the greater part of the year; and I am glad to be able to state that the conduct and attention to business of the pupils has been highly satisfactory. In no instance had I to report unfavourably of any of them.

You are already aware of the success of the pupils of this establishment at the competitive examinations for admission to the Albert Institution, which is greatly owing to the indefatigable exertions of my able colleague, Mr. Boyd, who has charge of the literary department; and it is highly gratifying to us to know that most of our pupils who have left Glasnevin are now occupying positions of trust in connexion with agricultural industry, with credit to themselves and satisfaction to their employers.

Independent of the many other beneficial advantages which this establishment has produced, it has been the means of greatly improving the breeds of cattle and pigs in the neighbourhood; of creating a taste for improved tillage, the growth of green crops, and house-feeding of cattle. For many years pure-bred sires (bulls and boars) have been kept and let to the farmers at low rates, and the demand is now so great that 160 cows and 120 pigs have been served here during the past twelve months. With regard to horses, I have only to repeat what I stated in last year's report, that they are much in need of improvement, and that the farmers are most anxious there should be a good stallion, for whose service they would gladly pay a reasonable rate.

The following table gives the rain-fall and average mean temperature at this farm for the past twelve months:—

Months.	No. of Days on which Rain fell.	Rain Fall. Inches.	Average Mean Temperature.
January, . .	21	3·34	39·4°
February, . .	9	0·62	42·9
March, . . .	15	3·95	44·7
April, . . .	13	0·86	48·4
May, . . .	12	1·40	52·7
June, . . .	18	3·12	57·7
July, . . .	4	0·94	61·1
August, . .	17	3·30	59·6
September, . .	19	2·42	52·8
October, . .	25	7·89	49·4
November, . .	16	3·23	47·1
December, . .	14	2·59	43·7
Totals, . .	183	33·66	—

It will be seen from the above table that rain fell on each of 183 days, and to a depth in all of 33·66 inches. The mean temperature of the air at 9 A.M. was 49·9°. The highest temperature of the year was on the 15th July, when the thermometer was in the shade slightly above 82°; the lowest was on the 9th March, when it fell to 27°; there was, therefore, a range of temperature during the year of 55°.

The following notice of a "visit" to this Model Farm is taken from the *Kilkenny Journal* of Wednesday, August 26, 1863:—

"Next to a reform of the land-code of Ireland, there is nothing more important to the agricultural classes—indeed we might say to the entire community—than an improved system of tillage. For several years past we have made our paper almost wholly a *Farmer's Journal*, for the purpose of affording every information useful to the agricultural interests, particularly with regard to an improved cultivation of the soil. In this respect a 'model farm' ought to be of great use to a locality, if it be efficiently conducted; and in this spirit we visited the Kilkenny Model Farm last Thursday to see was it in reality what it pretends to be. We had seen it a few years ago, and it could scarcely be called a

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model farm then, for it required considerable improvements even in the approach to the buildings. Now indeed it presents a different aspect. A fine path leads from the road to the buildings, with a handsome green border on either side, carefully planted, with magnificent crops spreading on all sides charming the eye by their luxuriance. The farm itself is beautifully situated, within a mile of the city, the legendary summits of Mount Leinster rising in blue pyramids in the distance, while in the back ground Slievenamon, like a Munster chief, rears its giant head to the sky, and seems to bid defiance to the haughty hills of Leinster. We were immediately met by Mr. Lindsay, the efficient and intelligent superintendent of the institution, who very courteously undertook to conduct us over the farm. Our first visit was to the building, and certainly it was a model of neatness. The study, which is used for the instruction of the agricultural pupils, is an excellent room, furnished with all kinds of maps and charts connected with the theory and practice of agriculture—diagrams showing the chemical ingredients in the several varieties of food, and the per-centage of those ingredients used by the several nations of Europe, according to the influence of climate—botanical charts showing the organization and classification of plants—charts illustrating the steam-engine, gas works, iron-smelting, steam-threshing machine, and all improved machinery for agricultural purposes—charts of natural philosophy, geology, astronomy, mechanics, and a set of working models most useful for purposes of illustration. Next there were specimens of the various rocks found in Ireland, carefully arranged in glass-cases, with various other departments, all bearing on agriculture, so as to leave nothing undone to afford the agricultural students a full and perfect knowledge of their profession. The same may be said of the dining-room, which, besides various charts on zoology, entomology, &c., contains also specimens of the various grasses found in Ireland, pampas (S. American) grass, &c. &c. Next we proceed to the dormitories, containing about sixteen small bed-rooms, all separated from each other, admirably arranged, and scrupulously clean, showing great regularity and neatness. The kitchen was also perfect in its arrangements, and characterized by the same order and neatness which we noticed in all the departments connected with this admirable and most interesting institution. On proceeding to the yard, the first object that arrested the attention was a large double force pump, to send water up into all parts of the building, students' wash-rooms, bath-rooms, &c. Next to the dairy, one of the most interesting departments of all, the moment you entered you could perceive a Dutch cleanliness about everything. Beautiful rich cream, in large cream-coloured delft pans, met the eye on all sides, arranged on tables made of slate, this material having been selected for its cleanliness, and coolness in summer; while in winter a patent stove preserves the necessary temperature. At the end of the room was a cask of beautiful butter, which is to be exhibited at the forthcoming show—also the American churn, which has been the subject of so many inquiries by several of our subscribers, and which is highly approved of at the Model Farm, while its cheapness brings it within the reach of all. The dairy, and the domestic arrangements generally, are under the superintendence of the matron, Miss Lindsay, and it is unnecessary to say that they reflect the greatest credit on her. Next we proceed to the cattle sheds, and certainly here is a treat—splendid cattle in the finest condition—and as to the swine, there is nothing to surpass them. But as the 'Model Farm' will exhibit largely in this department, we shall reserve our notice till our next. We would, however, beg the particular attention of the public to the splendid white Yorkshire boar, 'Carlisle,' and the Yorkshire sow, 'Princess Alexandra'—a pair of magnificent animals. A stroll through the fields introduced to us some of the finest crops we had ever seen. The wheat was splendid, both in quality and quantity; potatoes, turnips, &c., &c., are equally so. A particular feature could not fail to be noticed by the most passing observer—the cleanliness of the several crops, and the total absence of weeds, owing to the superior system of cultivation. We can confidently state that a visit to the Kilkenny Model Farm will prove most interesting and instructive, and that the management of the institution reflects the greatest credit on the superintendents.

"The total extent of the farm is 48 Irish acres; of these 8 are under permanent pasture, and the remaining 40 cultivated on a 4-course rotation. The present cropping is as follows:—10 acres of wheat, 4 acres of oats, 9 acres of meadowing, 3 acres of potatoes, 3 acres of mangolds, 8 acres of turnips, 1½ acres under carrots and cabbages, and same extent under beans and vetches. The live stock are as follows, viz.:—1 short-horn bull, 'Trumpeter,' 9 milch cows, 6 yearling heifers, 3 calves, and 27 pigs. In addition to the above, 6 or 8 cattle are yearly fattened-off on turnips. This large stock could not be supported, were it not that they were entirely house-fed during winter, and partially so during the summer months; and for that purpose large breadths of 'stolen crops,' such as rape, vetches, and cabbages, are grown to supply green food throughout the spring and summer months. By this means a very large quantity of excellent manure is made, which of course could not be were the cattle entirely grazed during the summer.

"The establishment has accommodation for ten agricultural pupils, and eight pupil teachers. There are at present six agricultural pupils, four having recently left for Glasnevin. These vacancies will soon be filled up, as there are numerous applicants. There are three free places, which, when vacant, are competed for by the pupils of the Establishment, and given to the most deserving.

"The building addition to the pupils' apartments has accommodation for the superintendent and literary teacher of the establishment. It was opened for the reception of pupils in September, 1859, and since then has taken a very high stand amongst the agricultural schools of the country, the pupils from it succeeding in getting honourable places at the competitive examinations, for admission to Glasnevin, as previously noticed in the *Journal* —their success being a proof that their instruction has been well attended to.

Kilkenny Farm.

"The following are some of the situations filled by its pupils, viz. :—land steward to J. M. Tidmarsh, Esq., Kilkenny; do. to L. Waldron, Esq., M.P. for Tipperary; do. to —— Redmond, Esq., M.P., Wexford; and another young man from Kilkenny who is land steward to a gentleman in county Louth. Two have emigrated, and got good situations in connexion with agriculture, while most of the others are either in the different institutes, or farming on their own or parents' account, with credit and satisfaction.

"The institution affords every facility to the neighbouring farmers for an improved breed of cattle and pigs, and has conferred great benefits in this respect.

"The literary department of the farm is under the superintendence of Mr. Boyd, a gentleman highly qualified to discharge the duties of that office. The answering of the pupils in the several departments, both under Mr. Lindsay and Mr. Boyd, was highly creditable, and showed a minute practical knowledge of the various subjects. Evidently there was nothing left undone, on the part of the teachers, for the improvement of the pupils."

I have the honour to be, sir, your obedient servant,

RICHARD LINDSAY, Agriculturist.

To Dr. Kirkpatrick.

No. 6.—REPORT of Mr. JOHN KENNY, on the Limerick Farm, for the year 1863.

Limerick Farm.

SIR,—The result of the tillage operations and of the general farm management for the past year has been, on the whole, satisfactory. The "valuation" and "balance sheet," taken at the end of the year 1863, show a gain of £24 9*s.* 5*d.*, which must be considered as a fair result, when the unfavourable harvest and very low prices of grain during the past year are taken into account.

The total amount of expenditure during the year ending 31st March, 1864, was £257 5*s.* 2*d.*—during the previous year it was £348 17*s.*—thus showing a "reduction" in the expenditure of £91 11*s.* 10*d.*

The full amount of receipts during the first-mentioned year was £440 6*s.* 9*d.*—during the previous year it was £355 2*s.* 4*d.*—thus showing an "increase" in the receipts of £85 4*s.* 5*d.*

If the present year yield even an average return of produce, an "increase" in the amount of receipts and a still further "reduction" in the expenditure, will probably be obtained—circumstances which I am keeping very steadily in view, and which I am most anxious should be accomplished.

The crops of every description, with the exception of the potato, which was almost free from its old disease, were very little better than those of the previous years. Since the extremely dry summer of 1859 (when there was not one shower of rain from the 5th of April to the 15th of June), we have suffered severely from the want of rain, during the months of May and June, a circumstance which is principally the cause of our operations not being productive of more favourable results.

The harvests during these years have been unusually wet, but as this farm is very dry and unsheltered, there was not much difficulty experienced in saving the grain; but the after culture of the green crops (especially those sown after the vetches) could not be well attended to; the great difficulty of labouring stiff clay soils during wet seasons being the cause.

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The "permanent improvements" have been finally brought to a close, and the farm is now laid out, as follows:—

42	statute acres	under a	"modified six-crop rotation."
12	,,	,,	four do.
10	,,	,,	permanent pasture.

Limerick Farm.

The latter is very conveniently situated, from its close proximity to the farm-yard, and from its containing the only supply of water to be had on the farm.

The farm, thus laid out, presents a very different appearance to what it did a few years ago, and contrasts very strikingly with those adjoining. All the crops, especially the rye-grass and clovers, exhibited a very promising appearance till about the middle of last month (May); but as there has been no rain for the four weeks since, it is now certain that they will not be equal to their early promise and appearance.

The generality of the farmers in this locality, and especially the more enlightened of them, take a great interest in the working of this farm; but the unsettled and unsatisfactory social condition of that class of farmers from whom pupils might be expected is such as to render the application of increased agricultural knowledge insecure, and its acquisition of very doubtful advantage under existing circumstances.

There are 9 resident pupils in the establishment at present, the highest number during the year being 13. They still continue to uphold the very high character which this institution has obtained through the "annual competitive examinations" for admission to the Albert Institution. At the examination held in last July, two of our pupils (viz.), George Redding and Henry Musgrave, obtained, respectively, first and second places; and at the examination held in January last, another of our pupils, Florence Driscoll, took first place; and it affords me the greatest pleasure to be able to say that, since admission to the Albert Institution could only be obtained by "competition," the pupils from this institution have almost always obtained the first places, and even the most deficient of them never was unsuccessful in obtaining at least *an average place.*

The education and general training which the pupils receive in this establishment are productive of the most satisfactory results, and their effects become perceptible soon after admission; and from all I have been able to observe and ascertain of the subsequent conduct of the pupils, it appears to exercise a permanently beneficial effect, not merely on their industrial habits, but on their general conduct.

I am, sir, your obedient servant,

JOHN KENNY, Agriculturist.

To Dr. Kirkpatrick, &c.

Ulster Farm.

No. 7.—REPORT of Mr. J. W. SMYTH, upon the Ulster Farm, for the year 1863.

SIR,—I beg to submit to you the following statement regarding the management of the above farm for the past year.

This farm, as you are aware, comprises an area of about 109 statute acres. About 80 acres have been reclaimed and brought under a course of cropping; the remainder is in grazing, but producing very indifferent herbage.

In the observations which I made in my last report regarding the cropping, &c., for the previous year, I was obliged to write rather despondingly, owing to the very unfavourable seasons with which we had to contend. The past year, I regret to say, has not been an exception. As the soil of the farm is of a very intractable nature—a most tenacious clay—its cultivation during a wet season is attended with great difficulty; a long continuous drought, on the other hand, is equally injurious. What is called a "dropping" season is most favourable. Your suggestion regarding the adoption of a rotation containing a large proportion of grass, is one well deserving of attention; and I question not that, under the circumstances, the six-course would be the most suitable, the third year's grass to be depastured. At present the five-course rotation is being carried out; but as a portion of the farm is still undergoing the process of reclamation, a piece is added yearly to the breadth under tillage, consequently the divisions are not, as yet, of equal area.

The following were the crops grown during the past year :—

Turnips (23a. 2r.)—About 5½ acres of Swedes were sown during the last week in May—the previous crop, oats, after lea which was reclaimed during the winter of 1862. The manure applied was 12 tons of farm-yard, with a mixture of 2 cwt. Peruvian guano, and 2 cwt. bone manure, per statute acre. Estimated produce 16 tons. Ten acres were sown with Aberdeen turnip, but owing to inclement weather, the preparation of the ground was not completed for sowing before the first week in July, consequently the crop was very indifferent. Eight acres were prepared and sown with white globe turnip the last week in July. This crop was allowed to run to flower, and produced a large quantity of feeding material for the cattle during the months of March, April, and May. We commenced to use it the first week in March, and up till now (26th May) have fed upwards of 20 head of cattle on it.

Potatoes (1a. 1r. 12p.)—The varieties planted were Cruffles, Walker's Earlies, and Skerries. A portion of the crop was planted in ridges, and the remainder in drills. The manure applied was 3 cwt. Peruvian guano, and 3 cwt. bone compound per statute acre. The Cruffles and Walker's Earlies gave a low produce, but the Skerries yielded at the rate of 6½ tons per statute acre.

Beans (1a. 2r. 20p.)—Variety, Heligoland, sown 20th March—previous crop, oats. Farm-yard manure to the amount of 12 tons was spread on the oat stubble and ploughed down; the seed was sown broadcast, at the rate of 12 stones per statute acre; produce 18 cwt.

Wheat (12a. 1r.)—Varieties sown were the Red Lammas, Browick, and Nursery Red. About 4 acres of the Lammas presented a magnificent appearance during the season; but owing to the low temperature of the summer, the ear did not properly fill; the produce, therefore, did not come up to my expectations, the yield being only at the rate of 18 cwt. per statute acre.

An area of about 4 acres was sown with Nursery Wheat in spring. The harvest turned out very late, and we experienced great difficulty in saving the grain. Yield of this plot, 12 cwt. per statute acre.

Oats (8a. 1r. 15p.)—This crop produced a fair average yield, with the exception of a portion which was sown on a piece of newly reclaimed lea, the soil of which was in a poor, worn-out condition. The varieties of oats sown were Black Tartary, Potato, and Poland.

The grass crop gave a fair return. The first year's grass, particularly, was good, and was used for soiling the cattle; the second year's was made into hay.

Flax (4a. 2r.)—With the view of saving the seed this crop was stacked, and not treated in the ordinary way. A large quantity of seed was

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obtained from it, which has been used in the feeding of cattle. Its preparation for market, including steeping, scutching, &c., will engage our attention during the present summer.

The milch cows (12) were partially grazed and partially house-fed during the summer months. The sum realized by the sale of dairy produce during the year was £155 5*s.* 9*d.* Value of milk given to calves (6 calves were reared during the year) and pigs, amounted to £21, making a total of £176 5*s.* 9*d.*, or £14 13*s.* 9*d.* per cow.

The following table shows the rain-fall and average mean temperature registered at the Linen Hall, Belfast, 1863 :—

Months.	No. of days on which Rain fell.	Rain-fall, Inches.	Average Mean Temperature.	
			9, A.M.	3, P.M.
January, . .	25	4·556	41·21	42·61
February, . .	20	1·155	44·04	47·33
March, . . .	23	2·240	49·33	51·06
April, . . .	20	2·342	56·04	52·47
May, . . .	17	2·777	58·17	60·99
June, . . .	24	3·374	64·16	65.29
July, . . .	5	0·532	65·99	68·67
August, . .	25	4·084	64·70	66·60
September, . .	26	3·516	55·87	59·27
October, . .	27	7·442	50·54	52·81
November, . .	24	3·701	46·43	49·96
December, . .	23	2·637	44·40	45·83
Total, . .	259	38·556	—	—

The average mean temperature during the year was—

At 9 a.m., . . . 53·40°
At 3 p.m., . . . 55·24°

I have the honour to be, sir, your obedient servant,

James W. Smyth, Agriculturist.

To Dr. Kirkpatrick.

APPENDIX H.

Appendix H.

Programmes of Instruction.

Programmes of Instruction for Pupils in National Schools, or the Minimum amount of proficiency required for each Class.

No. 1.—For Male National Schools.

I. Class.

I. Children in the highest division of First Class will be expected—

1. To read with correct pronunciation the lessons of the earlier sections.
2. To spell correctly the words of the lessons they shall have previously read, and to understand their meaning.
3. To know the vowel sounds.
4. To answer simple questions on the subjects of the lessons already learnt by them.
5. To name the Days of the Week, and the Months and Seasons of the Year.
6. To count correctly and intelligently up to 20.
7. To add *mentally* any two or more single digits (as 5+4+6+3) whose sum shall not exceed 20.
8. To write and read any number up to 20.

Note.—So soon as Children have learned the Alphabet, or even some few of its letters, they are to commence at once to *read* as well as spell.

II. Class.

II. Children in the senior division of the Second Class will be expected—

1. To read with correct pronunciation, and due attention to the pauses, the lessons of the earlier sections.
2. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
3. To name the syllables in a word.
4. To answer simple questions on the subjects of the lessons already learnt by them, and to be able to repeat correctly and neatly such lessons as are in rhyme.
5. To distinguish readily, in an easy sentence selected in their daily lessons, the Article, Noun, and Adjective.
6. To know the outlines of the Maps of the World and of Ireland.
7. To know the Addition and Subtraction Tables.
8. To write on slate or paper in well formed round-hand.
9. To *copy* from the First Lesson Book, or write from Dictation, on slate, with correct spelling, short and easy sentences.
10. To read and set down any number of three places of figures.
11. To be able to work on slate or black-board easy questions in Simple Addition and Subtraction, none of the *given* numbers to include more than three places of figures.

Note.—The Children of the Senior Division should be commencing to learn the new subjects and more advanced exercises mentioned in the next Section.

Sequel Class.

III. Children enrolled One Quarter or more in either Sequel Class will be expected—

1. To read with a fair degree of ease and correctness any of the lessons already learnt by them.
2. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
3. To answer simple questions on the subjects of the lessons already learnt by them.
4. To distinguish readily, in any easy sentences selected in their daily lessons, the Article, Noun, Personal Pronoun, Adjective, Verb, and Adverb.
5. To know the Maps of the World and Ireland.
6. To know the Multiplication, Pence, and Time Tables.
7. To write small-hand on paper.
8. To write on slate or paper, with correct spelling, one or two short sentences *dictated* from the Second Book.
9. To write out from memory, in proper order, the names of the Months of the Year, with the number of Days in each.
10. To read and set down any number of five places of figures.

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11. To write out from memory any part of the Multiplication Table.
12. To be able to work easy questions in Simple Multiplication and Simple Short Division.

NOTE.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

III. CLASS.

IV. Children enrolled One Quarter or more in the Third Class will be expected—

1. To know what is meant by accent and emphasis, and to read with ease and correctness, and with due attention to the pauses.
2. To spell correctly the words of the lessons they may have already learnt, and to explain their meaning.
3. To answer simple questions on the subject-matter of those lessons, and to repeat such of them as are in rhyme neatly and correctly.
4. To distinguish readily and with certainty, in any easy sentences selected in their daily lessons, all the Parts of Speech.
5. To know the Maps of the World, Europe, and Ireland.
6. To write on paper, and to write a fair hand.
7. To know, and to be able to write down, the characters or marks used in punctuation.
8. To write down correctly easy sentences from Dictation.
9. To know Notation and Numeration well, and to repeat all the more useful Arithmetical Tables.
10. To write out from memory the Time and Money Tables.
11. To work readily, on slate or paper, questions in the Simple and Compound Rules of Arithmetic.

NOTE.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

IV. CLASS.

V. Pupils enrolled One Quarter or more in the Fourth Class will be expected—

1. To read with fluency, correctness, and intelligence.
2. To answer readily on the subject-matter of the lessons they may have already read, and to explain with clearness the meaning of the words contained in them.
3. To know the Prefixes, Affixes, and principal Roots.
4. To know so much of English Grammar as to be able to parse easy sentences.
5. To know the Maps of *all* the Continents and of Ireland.
6. To know the definitions of the more common technical terms of Geography, as *Axis*, *Poles*, *Equator*, *Latitude*, *Longitude*, *Zones*, &c.
7. To write a good hand.
8. To write correctly from Dictation sentences selected from the Third Book.
9. To know *all* the Arithmetical Tables, and to be able to write out from memory, and in a neat and correct form, any one of them.
10. To be able to work questions in Proportion, Fractions, and Practice.

NOTE.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

V. CLASS.

VI. Pupils enrolled One Quarter or more in the Fifth Class will be expected—

1. To read with entire ease, fluency, and judgment, both poetry and prose.
2. To answer with intelligence and judgment on the subject-matter of the lessons already learnt by them.
3. To analyze the words of their ordinary lessons, pointing out their Roots, Prefixes, and Affixes, and to explain their meaning with clearness and precision.
4. To analyze and parse correctly compound sentences.
5. To know the Geography of the British Empire, and the *simpler* portions of the Geography Generalized.
6. To write a good hand with ease and freedom.
7. To write correctly from Dictation any ordinary sentences selected for them.
8. To write out from memory, with correct spelling and syntax, the substance of any fable or short story chosen from the Second or Third Book.
9. To know the forms of Epistolary Correspondence, and how to address, subscribe, and direct Letters, &c.
10. To know the Commercial Rules of Arithmetic, and the mensuration of plane surfaces.
11. To know how to keep Cash, Personal, Real, and Farm Accounts, and how to write out Bills, Shop Accounts, &c.
12. To draw on slate or paper any of the simple plane Geometrical Figures.

NOTE I.—The *Spelling Book Superseded* should be taught to at least the III., IV., and V. Classes.

NOTE II.—Mental Calculation should be taught to all Classes.

NOTE III.—The "*Knowledge of Common Things*" is to be learnt from the Lesson Books; and the Classes should be regularly and carefully examined upon the *subject-matter* of the Lessons read by them.

NOTE IV.—*Periodic Repetitions* should be regularly instituted, the three great means of instruction being EXPLANATION, INTERROGATION, and REPETITION.

No. 2.—FOR FEMALE NATIONAL SCHOOLS.

I. CLASS.

I. Children in the highest division of First Class will be expected—

1. To read with correct pronunciation the lessons of the earlier sections.
2. To spell correctly the words of the lessons they shall have previously read, and to understand their meaning.
3. To know the vowel sounds.
4. To answer simple questions on the subjects of the lessons already learnt by them.
5. To name the Days of the Week, and the Months and Seasons of the Year.
6. To count correctly and intelligently up to 20.
7. To add *mentally* any two or more single digits (as 5+4+6+3) whose sum shall not exceed 20.
8. To write and read any number up to 20.

NOTE.—So soon as Children have learned the Alphabet, or even some few of its letters, they are to commence at once to *read* as well as spell.

II. CLASS.

II. Children in senior division of Second Class will be expected—

1. To read with correct pronunciation, and due attention to the pauses, the lessons of the earlier sections.
2. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
3. To name the syllables in a word.
4. To answer simple questions on the subjects of the lessons already learnt by them, and to be able to repeat correctly and neatly such lessons as are in rhyme.
5. To distinguish readily, in any easy sentence selected in their daily lessons, the Article, Noun, and Adjective.
6. To know the outlines of the Maps of the World and of Ireland.
7. To know the Addition and Subtraction Tables.
8. To write on slate or paper in well formed round-hand.
9. To *copy* from the First Lesson Book, or write from Dictation, on slate, with correct spelling, short and easy sentences.
10. To read and set down any number of three places of figures.
11. To be able to work on slate or black-board easy questions in Simple Addition and Subtraction, none of the *given* numbers to include more than three places of figures.

NOTE.—The Children of the Senior Division should be commencing to learn the new subjects and more advanced exercises mentioned in the next Section.

SEQUEL CLASS.

III. Children enrolled One Quarter or more in either Sequel Class will be expected—

1. To read with a fair degree of ease and correctness any of the lessons already learnt by them.
2. To spell correctly the simpler words of the lessons they may have already read, and to understand their meaning.
3. To answer simple questions on the subjects of the lessons already learnt by them.
4. To distinguish readily, in any easy sentences selected in their daily lessons, the Article, Noun, Personal Pronoun, Adjective, Verb, and Adverb.
5. To know the Maps of the World and Ireland.
6. To know the Multiplication, Pence, and Time Tables.
7. To write small-hand on paper.
8. To write on slate or paper, with correct spelling, one or two short sentences *dictated* from the Second Book.
9. To write out from memory, in proper order, the names of the Months of the Year, with the number of Days in each.
10. To read and set down any number of five places of figures.
11. To write out from memory any part of the Multiplication Table.
12. To be able to work easy questions in Simple Multiplication and Simple Short Division.

NOTE.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

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III. Class.

IV. Children enrolled One Quarter or more in the Third Class will be expected—

1. To know what is meant by accent and emphasis, and to read with ease and correctness, and with due attention to the pauses.
2. To spell correctly the words of the lessons they may have already learnt, and to explain their meaning.
3. To answer simple questions on the subject-matter of those lessons, and to repeat such of them as are in rhyme neatly and correctly.
4. To distinguish readily and with certainty, in any easy sentences selected in their daily lessons, all the Parts of Speech.
5. To know the Maps of the World, Europe, and Ireland.
6. To write on paper, and to write a fair hand.
7. To know, and to be able to write down, the characters or marks used in punctuation.
8. To write down correctly easy sentences from Dictation.
9. To know Notation and Numeration well, and to repeat all the more useful Arithmetical Tables.
10. To write out from memory the Time and Money Tables.
11. To work readily, on slate or paper, questions in all the Simple Rules of Arithmetic, and in Addition, Subtraction, Multiplication, and Division of Money.

Note.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

IV. Class.

V. Pupils enrolled One Quarter or more in the Fourth Class will be expected—

1. To read with fluency, correctness, and intelligence.
2. To answer readily on the subject-matter of the lessons they may have already read, and to explain with clearness the meaning of the words contained in them.
3. To know the Prefixes, Affixes, and principal Roots.
4. To know the inflections of the Noun, Pronoun, Adjective, and Verb, and to be able to parse an easy sentence.
5. To know the Maps of *all* the Continents and of Ireland.
6. To know the definitions of the more common technical terms of Geography, as *Axis*, *Poles*, *Equator*, *Latitude*, *Longitude*, *Zones*, &c.
7. To write a good hand.
8. To write correctly from Dictation sentences selected from the Third Book.
9. To be able to write out from memory, and in a neat and correct form, any of the more useful Arithmetical Tables.
10. To be able to work questions in the Compound Rules, Simple Proportion, and Practice.

Note.—After the expiration of the First Quarter, the Pupils of this Class should begin to learn the new subjects and more advanced exercises mentioned in the next Section.

V. Class.

VI. Pupils enrolled One Quarter or more in the Fifth Class will be expected—

1. To read with ease, fluency, and judgment, both poetry and prose.
2. To answer with intelligence and judgment on the subject-matter of the lessons already learnt by them.
3. To be able to explain the composition and meaning of the words of their ordinary reading lessons.
4. To be able to parse compound sentences.
5. To know the Geography of the British Empire, and to explain the ordinary proofs of the Earth's sphericity.
6. To write a good hand with ease and freedom.
7. To write correctly from Dictation any ordinary sentences selected for them.
8. To write out from memory, with correct spelling and syntax, the substance of any fable or short story chosen from the Second or Third Book.
9. To know the forms of Epistolary Correspondence, and how to address, subscribe, and direct Letters, &c.
10. To know Fractions. Practice, and Interest.
11. To know how to keep a Cash Account, and how to write out a short Shop Bill.

Note I.—The *Spelling Book Superseded* should be taught to at least the III., IV., and V. Classes.

Note II.—Mental Calculation should be taught to all Classes.

Note III.—*Needlework* should be taught to all the Children beyond the I. Class.

Note IV.—The "*Knowledge of Common Things*" is to be learnt from the Lesson Books; and the Classes should be regularly and carefully examined upon the *subject-matter* of the lessons read by them.

Note V.—*Periodic Repetitions* should be regularly instituted, the three great means of instruction being Explanation, Interrogation, and Repetition.

APPENDIX I.

LIST OF SCHOOLS IN OPERATION

ON

31ST DECEMBER, 1863;

WITH

SUMMARIES IN COUNTIES AND PROVINCES;

ALSO,

SCHOOLS IN PROGRESS OF BUILDING,

AND

SCHOOLS IN SUSPENDED LIST,

ON

31ST DECEMBER, 1863.

I.—List of Schools in operation on the

ULSTER—

COUNTY OF

NOTE.—In the column headed "*Vested or Non-Vested*," the letters V.T. denote Schools *Vested* in *Trustees;* V.C., those letters are "*Non-Vested.*" Religious denominations of Managers and Teachers are expressed thus—

In Appendix H in this Volume is shown the *minimum* amount of proficiency required for each

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	1	Ardclinis,	Glenariffe,		–	R.C.	R.C.	73	47	120	39	29	68	28
2	2	Ahoghill,	Killygarrin,	V.T.	R.C.	–	R.C.	97	78	175	48	32	80	41
3	3	Do.	Leymore,		–	Pres.	Pres.	76	43	119	28	18	46	28
4	5	Do.	Gortgole,	V.T.	R.C.	–	R.C.	34	37	71	19	27	46	28
5	8	Ballyclog,	Crebilly,	V.T.	R.C.	–	R.C.	98	71	169	46	29	75	40
6	9	Shankill,	Donegal-st., m. day,		R.C.	–	R.C.	339	–	339	187	–	187	125
			Do. evg.		–	–	–	157	–	157	69	–	69	40
7	10	Do.	Do. f.		R.C.	–	R.C.	–	272	272	–	140	140	61
8	13	Do.	Upper Falls,		–	E.C.	E.C.	44	28	72	26	20	46	31
9	14	Do.	Legoneil, No.1, day,	V.T.	Pres.	–	Pres.	40	22	62	25	15	40	28
			Do. evg.		–	–	–	75	18	93	30	7	37	15
10	17	Ballylinny,	Bruslee,		Pres.	–	Pres.	60	42	102	34	26	60	38
11	18	Do.	Palentine,		–	Pres.	Pres.	48	31	79	36	19	55	33
12	19	Do.	Ballylinny,		–	Pres.	Pres.	51	35	86	31	22	53	28
13	20	Ballynure,	Skilganaban,	V.T.	–	Pres.	Pres.	36	22	58	21	14	35	23
14	22	Rasheen,	Tildery,		Pres.	–	Pres.	44	51	95	29	35	64	37
15	23	Ballintoy,	Cloghcorr,	V.T.	–	E.C.	Pres.	61	43	104	32	22	54	25
16	24	Carncastle,	Carncastle, No. 1,		Pres.	–	Pres.	54	69	123	36	43	79	41
17	25	Carnmoney,	Carnmoney, No. 1,		E.C.	–	E.C.	70	54	124	42	32	74	43
18	26	Do.	Do. No. 2, m.		Pres.	–	Pres.	92	–	92	54	–	54	34
19	27	Do.	Whitehouse, m. day,		–	Pres.	Pres.	194	–	194	109	–	109	73
			Do. evg.		–	–	–	159	–	159	72	–	72	35
20	30	Do.	Ballycraigy, f.		Pres.	–	Pres.	–	91	91	–	59	59	35
21	32	Carrickfergus,	Carrickfergus,	B.	–	Pres.	Pres.	57	88	145	21	46	67	48
22	36	Do.	Duncrew,		Pres.	–	Pres	45	30	75	28	20	48	35
23	37	Do.	Loughmourne, No.1,		Pres.	–	Pres.	57	62	119	36	35	71	38
24	38	Ballynure,	Ballylaggin,		Diss.	–	Pres.	43	27	70	31	17	48	32
25	39	Drumaul,	Tannaghmore,	V.T.	R.C.	–	R.C.	49	17	66	34	14	48	27
26	40	Connor,	Upper Tawnybrack,		–	Pres.	E.C.	73	53	126	39	28	67	39
27	41	Drumaul,	Magheralane,		R.C.	–	R.C.	43	43	86	31	28	59	31
28	42	Do.	Randalstown, m.	A.	R.C.	–	R.C.	107	–	107	58	–	58	27
29	43	Do.	Farinflough,	V.C.	R.C.	–	R.C.	112	64	176	65	31	96	54
30	44	Dunaghy,	Glenraville,	V.T.	R.C.	–	R.C.	97	81	178	52	48	100	52
31	47	Drumbeg,	Dunmurry, m.		–	Pres.	Pres.	117	–	117	79	–	79	51
32	49	Duneane,	Moneynick,		R.C.	–	R.C.	64	32	96	37	21	58	27
33	53	Grange of Doagh,	Ballyclare, m.		–	Pres.	Pres.	121	–	121	69	–	69	43
34	54	Ballyscullion Grange,	Taylorstown, South,		–	Pres.	R.C.	150	84	234	91	45	136	68
35	55	Glynn,	Glynn Village,		–	E.C.	Pres.	54	36	90	37	27	64	41
36	56	Inver,	Ballysnod,		Pres.	–	Pres.	44	41	85	30	24	54	27
37	58	Kilwaughter,	Craiginorne,		Pres.	–	Pres.	41	42	83	24	26	50	26
38	59	Do.	Kilwaughter, m.		Pres.	–	Pres.	116	–	116	71	–	71	40
39	60	Killead,	Kilcross,		–	Pres.	Pres.	27	36	63	25	35	60	35
40	61	Do.	Carmavey,	A.	Pres.	–	Pres.	47	27	74	29	19	48	24
41	62	Do.	Straidhavern,		–	Pres.	Pres.	48	26	74	30	21	51	26
42	64	Do.	Ballyquillin,		R.C.	–	R.C.	47	31	78	33	21	54	34
43	69	Kirkinriola,	Clinty,	V.T.	–	Pres.	Pres.	64	75	139	38	39	77	29
44	76	Loughguile,	Magherahoney,		R.C.	–	R.C.	26	47	73	17	23	40	19
45	77	Do.	Carrowcrin,		–	Pres.	R.C.	71	57	128	42	31	73	32
46	78	Magheragall,	Ballycarrickmaddy,		–	Pres.	Pres.	101	69	170	68	56	124	62
47	80	Maheramesk,	Maghaberry,		–	E.C.	Pres.	69	36	105	38	18	56	28
48	81	Glynn,	Blackhill,		Pres.	–	Pres.	51	43	94	30	30	60	34
49	82	Do.	Mullaghmossan,		Pres.	–	Pres.	114	81	195	79	60	139	77
50	83	Ralloo,	Tureagh,		Pres.	–	Pres.	93	74	167	64	43	107	62
51	85	Do.	Ballyvallagh,		Pres.	–	Diss.	69	43	112	49	27	76	37
52	86	Do.	Loughmourne, No.2,		Pres.	–	Diss.	50	41	91	34	28	62	39

[a] Residence free.

31st December, 1863.—Province of ULSTER.

2,283 Schools.

ANTRIM—464 Schools.

Vested in *Commissioners;* A., *Assigned* to Commissioners; and B., those *Secured* by *Bond.* Schools not having any of those E.C., Established Church; R.C., Roman Catholic; Pres., Presbyterian; other Protestant Dissenters, Diss.

class of pupils in the National Schools, and according to which the pupils in these Tables are classified.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	School Fees.			Endowments, &c.			Total.		
																			£	s.	d.	£	s.	d.
43	13	12	11	–	79	12·	0	10	4	—			2	0	0	24	0	0	4	19	2	—			4	19	2
50	32	16	12	11	121	9·5	1	7	0	—			2	0	0	37	15	0	2	5	1	—			2	5	1
20	13	15	18	–	66	8·9	—			—			—			24	0	0	4	11	3	—			4	11	3
27	12	6	7	–	52	8·4	0	7	6	—			—			29	15	0	2	16	1	—			2	16	1
32	20	20	16	20	108	9·7	1	12	2	—			1	0	0	53	10	0	2	13	3	6	0	0	8	13	3
104	61	25	28	12	230	9·8	—			—			15	0	0	71	11	0	7	8	5	4	11	7	12	0	0
3	21	18	18	19	79	17·9	—			—			—			—			10	16	3	—			10	16	3
107	30	26	8	–	171	7·7	—			—			2	0	0	56	10	0	3	2	1	10	0	0	13	2	1
39	8	3	6	–	56	7·5	0	15	11	—			—			28	0	0	5	18	6	—			5	18	6
9	11	–	20	6	46	9·6	1	1	4	—			1	10	0	23	0	0	9	15	1	—			a9	15	1
–	16	–	29	–	45	16·													6	8	6	—			6	8	6
19	16	11	14	11	71	8·9	1	15	11	—			—			17	5	0	5	15	7	—			5	15	7
16	12	16	15	4	63	8·4	1	1	0	—			—			37	6	8	7	17	11	—			7	17	11
23	13	13	14	7	70	8·5	0	14	2	—			—			24	0	0	4	18	9	1	11	6	6	10	3
10	8	14	5	4	41	9·5	0	13	2	1	10	0	—			15	5	0	2	16	3	—			2	16	3
12	13	24	9	8	66	9·2	1	7	7	—			—			23	10	0	6	2	2	—			6	2	2
32	17	8	7	–	64	9·3	1	1	8	1	10	0	—			18	0	0	5	15	0	0	3	0	5	18	0
19	21	18	21	–	79	9·	1	3	9	—			—			35	0	0	2	15	0	3	0	0	5	15	0
38	21	14	8	7	88	8·2	1	12	10	—			—			38	0	0	5	6	7	—			a5	6	7
13	14	7	8	14	56	9·5	2	3	1	—			5	0	0	36	13	4	11	1	2	—			11	1	2
36	37	27	21	18	139	10·	4	3	1	3	7	6	10	0	0	87	5	0	12	19	8	12	0	0	24	19	8
–	31	13	45	31	120	16·													5	11	10	—			5	11	10
21	10	9	4	8	52	7·4	1	11	9	—			—			18	0	0	4	7	7	—			a4	7	7
32	23	9	7	8	79	8·2	1	10	5	—			—			72	5	0	12	15	3	—			12	15	3
29	12	5	3	5	54	8·	—			1	10	0	—			15	2	2	2	6	1	—			2	6	1
35	12	10	12	–	69	9·	1	10	4	—			—			33	0	0	3	7	4	—			3	7	4
20	9	14	15	1	59	8·6	1	2	9	—			—			32	0	0	6	18	10	—			6	18	10
16	6	8	3	–	33	7·8	—			—			—			24	0	0	3	15	9	2	0	0	5	15	9
25	34	15	6	2	82	8·5	2	12	1	—			—			47	10	0	6	7	2	0	10	0	6	17	2
27	13	14	11	9	74	9·5	0	10	2	—			—			24	0	0	3	5	4	—			3	5	4
31	14	11	11	1	68	9·5	—			—			—			24	15	5	2	13	3	—			2	13	3
21	42	20	15	12	110	10·2	1	14	4	—			—			33	3	4	6	9	0	—			6	9	0
43	44	21	15	–	123	9·2	1	1	4	—			—			35	10	0	3	12	1	—			3	12	1
40	26	15	17	1	99	8·4	1	14	3	—			—			62	0	0	8	1	8	—			8	1	8
39	17	14	3	6	79	9·2	1	6	1	—			—			15	0	0	3	9	8	—			3	9	8
17	13	18	21	21	90	8·8	4	7	9	—			—			67	12	9	15	17	5	—			15	17	5
54	32	27	27	23	163	10·2	3	12	9	—			—			71	13	4	9	14	4	—			9	14	4
24	14	20	9	2	69	7·9	1	7	0	—			—			15	0	0	8	9	9	—			8	9	9
30	7	13	14	–	64	8·1	—			—			—			18	0	0	5	10	7	—			5	10	7
15	9	13	19	8	64	10·1	1	3	9	—			—			24	0	0	4	9	5	2	0	0	6	9	5
32	23	18	7	–	80	10·1	1	13	2	—			—			24	0	0	8	13	2	2	0	0	10	13	2
16	14	7	16	3	56	9·	0	13	6	—			—			28	0	0	7	17	0	3	0	0	10	17	0
10	11	9	15	11	56	5·2	0	13	3	1	10	0	—			17	10	0	1	10	0	—			1	10	0
17	10	13	12	8	60	9·9	1	18	3	3	17	4	—			25	16	8	—			—			—		
22	15	11	7	7	62	9·4	—			—			—			38	0	0	8	1	10	—			8	1	10
55	9	12	10	6	92	9·	1	4	9	—			—			25	5	0	3	11	3	—			3	11	3
23	13	9	13	–	58	10·	0	5	3	—			—			16	0	0	1	0	0	1	10	0	2	10	0
38	24	14	13	3	92	9·8	1	8	0	1	10	0	5	0	0	37	0	0	3	11	6	—			3	11	6
19	13	34	28	32	126	11·4	3	12	10	—			3	0	0	80	8	4	19	7	6	—			19	7	6
33	12	11	15	3	74	9·3	1	14	7	—			—			21	0	0	4	14	0	—			4	14	0
18	16	14	6	11	65	8·5	1	15	4	—			—			29	10	0	5	2	2	3	0	0	8	2	2
44	27	30	27	31	159	10·	2	14	9	—			1	10	0	50	13	4	9	5	0	3	0	0	12	5	0
51	26	27	21	11	136	9·6	2	16	10	—			1	0	0	28	10	0	6	11	6	—			6	11	6
29	30	11	17	6	93	8·2	0	18	6	—			—			18	0	0	2	5	4	—			2	5	4
23	17	10	2	2	54	8·3	0	17	0	—			—			28	10	0	2	4	4	—			2	4	4

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
53	90	Shankill, . .	Hannahstown, .		–	Pres.	R.C.	27	30	57	19	20	39	29
54	92	Do. . .	Hightown, . .		Pres.	–	Pres.	76	58	134	50	38	88	59
55	93	Templepatrick,	Lylehill, . .	B.	Pres.	–	Pres.	63	55	118	35	32	67	44
56	95	Do. . .	Ballyutoag, . .		Pres.	–	E.C.	32	30	62	21	19	40	24
57	96	Do. . .	Molusk, . m.		–	Pres.	Pres.	120	–	120	87	–	87	56
58	98	Templecorran,	Windygap, . .		Pres.	–	Pres.	110	36	146	58	20	78	40
59	99	Tickmacrevan, .	Feystown, . .	V.T.B.	R.C.	–	R.C.	49	36	85	27	22	49	23
60	216	Grange of Doagh,	Ballyclare, . .		–	Pres.	Pres.	98	72	170	62	43	105	61
61	1200	Armoy, . .	Breen, . .	V.T.	–	E.C.	R.C.	56	49	105	30	23	53	28
62	1223	Ahoghill, . .	Aughterclooney, .	V.T.	R.C.	–	R.C.	89	91	180	41	40	81	34
63	1224	Shankill, .	Edenderry, day,	A.	–	Pres.	Pres.	122	85	207	81	56	137	88
			Do. . . evg.		–	–	–	112	36	148	63	18	81	34
64	1225	Carrickfergus, .	Aldoo, . .	V.T.	Pres.	–	Pres.	55	47	102	48	44	92	51
65	1226	Culfeightrin, .	Glenshesk, . .	V.T.	–	R.C.	R.C.	42	25	67	28	12	40	19
66	1227	Layd, . .	Kilmore, . .	A.	R.C.	–	R.C.	94	57	151	52	34	86	32
67	1352	Kilroot, . .	Kilroot, . day,	A.	E.C.	–	Diss.	92	50	142	56	31	87	59
			Do. . . evg.		–	–	–	40	21	61	28	15	43	21
68	1353	Culfeightrin, .	Ballyverdock, .	A.	–	Pres.	R.C.	63	51	114	34	31	65	36
69	1476	Shankill, . .	Frederick-street, i.		–	Pres.	Pres.	75	97	172	40	59	99	55
70	1529	Island Magee, .	Mullaghboy, .		Pres.	–	Pres.	118	52	170	74	31	105	60
71	1603	Ramoan, . .	Moyarget, . .		–	E.C.	Pres.	50	57	107	23	23	46	21
72	1631	Rashee, . .	Ballynashee, .	V.T.	Pres.	–	Pres.	63	49	112	34	27	61	31
73	1632	Duneane, .	Creggan, . .	A.	R.C.	–	R.C.	78	56	134	44	35	79	46
74	1757	Ballylinny, .	Straidnahanna, .		Pres.	–	Pres.	50	31	81	34	23	57	28
75	1758	Tickmacrevan, .	Knockstaken, .		–	E.C.	Pres.	88	63	151	52	35	87	36
76	1943	Killead, . .	Gortnagallon, .		–	Pres.	R.C.	44	33	77	27	15	42	26
77	1944	Magheragall, .	Sheepwalk, . .		–	Diss.	E.C.	78	44	122	50	28	78	45
78	1960	Grange of Ballyscullion, .	Millquarter, .		R.C.	–	R.C.	104	100	204	63	54	117	64
79	1963	Finvoy, . .	Dunloy, . .		R.C.	–	R.C.	81	54	135	54	40	94	42
80	1979	Camlin, . .	Crumlin, . .		Pres.	–	Pres.	67	25	92	37	15	52	31
81	1992	Ballycor, . .	Ballyeaston, .	V.T.	Pres.	–	Pres.	108	38	146	63	19	82	41
82	2011	Shankill, .	Gymnasium, m. day,		Pres.	–	Pres.	384	–	384	208	–	208	158
			Do. . . evg.		–	–	–	405	79	484	110	19	129	72
83	2014	Skerry, . .	Mullindrew, .		Pres.	–	Pres.	63	62	125	33	32	65	28
84	2144	Loughguile, .	Loughguile, m.	V.T.	R.C.	–	R.C.	68	–	68	41	–	41	19
85	2210	Carncastle, .	Ballygilbert, .		Pres.	–	E.C.	54	44	98	33	22	55	34
86	2218	Ballylinny, .	Carntall, . .		–	Pres.	Pres.	89	50	139	55	34	89	51
87	2224	Ralloo, . .	Ballyrickardmore,	A.	Pres.	–	Pres.	53	41	94	36	30	66	42
88	2265	Billy, . .	Carnmoon, . .	V.T.	–	Pres.	E.C.	65	44	109	36	29	65	45
89	2301	Culfeightrin, .	Craigfad, . .		R.C.	–	R.C.	51	28	79	30	15	45	23
90	2317	Rasharkin, .	Dunminning, .		–	Pres.	Pres.	63	38	101	40	26	66	40
91	2455	Larne, . .	Larne, . f.	V.T.	Pres.	–	Pres.	–	140	140	–	78	78	38
92	2462	Ballynure, .	Ballynarry, . .		Pres.	–	Pres.	31	34	65	25	23	48	32
93	2485	Larne, . .	Larne, . i.	V.T.	Pres.	–	E.C.	91	66	157	45	38	83	42
94	2497	Island Magee, .	Mullaghdoo, .		Pres.	–	Pres.	105	72	177	74	49	123	65
95	2500	Do. . .	Brownsbay, . .		Pres.	–	Diss.	51	18	69	39	15	54	33
96	2501	Racavan, . .	Buckna, . .		Pres.	–	Pres.	90	118	208	51	65	116	54
97	2502	Ballymartin, .	Carnanee, . .		Pres.	–	Pres.	40	58	98	24	36	60	32
98	2503	Skerry, . .	Little Ballymena,		Pres.	–	Pres.	66	35	101	33	19	52	25
99	2507	Templepatrick,	Rickamore, . .		–	E.C.	Pres.	72	48	120	46	33	79	48
100	2508	Skerry, . .	Killygore, . .		Pres.	–	Pres.	90	65	155	43	34	77	37
101	2510	Do. . .	Lower Kilcoan, .		Pres.	–	Pres.	47	19	66	32	9	41	23
102	2557	Derrykeighan, .	Tullybane, . .		Pres.	–	Pres.	53	27	80	36	20	56	29
103	2565	Drumaul, .	Seymour's-bridge,		Pres.	–	Pres.	33	24	57	20	14	34	20
104	2567	Antrim, . .	Creevery, . .		–	Pres.	Pres.	50	51	101	33	28	61	35
105	2568	Nilteen Grange,	Rathmore, . .		Pres.	–	Pres.	84	61	145	41	30	71	35
106	2570	Ahogill, . .	Glenhugh, . .		Pres.	–	Pres.	33	44	77	21	31	52	27
107	2571	Connor, . .	Whappstown, .		–	Diss.	E.C.	43	44	87	26	25	51	33
108	2572	Ahoghill, . .	Cullybackey, m. day,		Pres.	–	Pres.	115	–	115	74	–	74	49
			Do. . . evg.		–	–	–	96	35	131	58	23	81	55
109	2573	Connor, . .	Lower Tawnybrack,		Pres.	–	Pres.	69	21	90	37	11	48	26
110	2574	Kirkinriola, .	Monaghan, . .		Pres.	–	Pres.	52	43	95	31	28	59	23

[a] Residence free.

1863.—Province of Ulster: County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
11	10	11	6	–	38	8·6	0	10	0		—			—		24	0	0	7	2	6	1	10	0	[a]8	12	6
23	39	22	6	10	100	9·5	4	15	2		—		4	0	0	48	0	0	16	14	5		—		16	14	5
24	21	22	14	17	98	9·9	2	5	1		—			—		18	10	0	12	9	0		—		12	9	0
[b] –	–	–	–	–	–	–		—			—			—		24	0	0	4	12	6	7	15	0	12	7	6
18	30	29	8	17	102	8·5	3	2	11		—			—		41	15	0	25	16	3		—		25	16	3
33	20	13	12	6	84	9·4	2	10	11		—			—		18	0	0	9	16	7		—		9	16	7
29	16	13	5	1	64	8·2		—		1	10	0		—		18	0	0	0	17	7		—		0	17	7
44	27	26	14	8	119	8·7	2	0	5		—		3	0	0	45	16	8	14	1	6		—		14	1	6
30	21	10	9	–	70	9·3	0	10	4		—			—		32	0	0	3	2	4		—		3	2	4
59	20	14	15	3	111	9·9	0	13	3		—			—		34	0	0	0	15	6		—		0	15	6
43	28	39	34	11	155	8·4	9	2	7		—		19	0	0	95	8	4	30	0	3	8	0	0	38	0	3
–	56	–	25	–	81	15·													3	10	3		—		3	10	3
27	21	16	21	–	85	9·5	1	19	9		—			—		44	0	0	5	1	4		—		5	1	4
15	17	12	5	–	49	10·		—			—			—		5	0	0	1	3	0		—		1	3	0
35	20	35	11	4	105	11·	0	11	0		—			—		28	0	0	5	0	8		—		5	0	8
18	35	11	25	16	105	9·5	1	8	0		—		10	6	8	60	18	4	17	0	3		—		17	0	3
–	–	–	12	24	36	16·8													4	13	0		—		4	13	0
26	35	–	20	6	87	10·3		—			—			—		28	0	0	2	5	0		—		2	5	0
82	29	7	6	–	124	7·5	0	18	5		—			—		63	6	8	10	5	5	0	7	0	10	12	5
44	31	24	20	4	123	9·1	2	11	7		—		1	0	0	32	13	4	11	11	10		—		11	11	10
15	30	6	6	–	57	10·	0	19	5	1	10	0		—		20	0	0	3	1	8		—		3	1	8
17	11	15	8	13	64	9·5	1	1	3		—			—		38	0	0	9	2	2		—		9	2	2
20	14	16	18	15	83	9·5	1	5	5		—			—		62	0	0	10	15	5		—		10	15	5
22	15	16	9	4	66	9·1	0	19	6		—			—		28	0	0	2	4	3		—		2	4	3
29	50	14	3	6	102	9·3	1	12	8		—		1	10	0	41	10	0	5	13	4	10	0	0	15	13	4
29	7	11	7	3	57	9·2		—			—			—		28	0	0	4	1	0		—		4	1	0
29	22	25	9	4	89	8·8	1	2	11	1	10	0		—		51	16	8	4	16	10		—		4	16	10
54	27	21	19	17	138	10·6	1	2	8		—			—		18	0	0	5	14	7		—		5	14	7
38	36	16	10	8	108	9·5	0	12	3		—			—		34	18	4	5	4	6		—		[a]5	4	6
18	14	1	23	8	64	10·5	1	1	3		—			—		28	0	0	11	16	11	8	0	0	19	16	11
25	27	20	24	6	102	10·5	1	11	8		—		3	10	0	62	10	0	11	10	4		—		11	10	4
8	65	37	72	59	241	10·6	23	13	10	3	18	0	15	0	0	144	11	8	87	9	6		—		87	9	6
–	–	–	120	103	223	16·5													26	11	6		—		26	11	6
20	27	16	14	4	81	9·1	2	1	8		—			—		16	0	0	4	5	1		—		4	5	1
19	11	11	7	1	49	10·1		—			—			—		25	3	4	1	15	8		—		1	15	8
23	12	15	9	9	68	9·3	2	0	4	0	19	0		—		24	0	0	5	6	10		—		5	6	10
22	22	18	29	12	103	9·6	2	18	9	2	16	6		—		54	0	0	10	16	7		—		10	16	7
14	14	18	10	15	71	9·8	2	13	3	1	10	0		—		34	10	0	3	17	6		—		3	17	6
37	21	13	6	5	82	10·	1	9	11		—		1	10	0	20	10	0	6	5	0		—		6	5	0
27	13	8	13	–	61	9·8	0	13	5		—			—		24	0	0	0	13	2		—		0	13	2
19	22	23	9	5	78	9·	1	19	3	2	9	0		—		35	6	8	9	11	9		—		9	11	9
13	32	17	10	13	85	11·1	8	3	1		—		2	0	0	38	3	4	6	10	10		—		[a]6	10	10
14	7	19	9	3	52	9·5	0	16	0	1	10	0		—		32	3	4	5	8	6		—		5	8	6
85	2	–	–	–	87	4·6	0	17	2		—			—		36	0	0	6	13	9		—		[a]6	13	9
28	50	26	30	9	143	9·6	3	0	4	2	5	0		—		40	5	0	19	18	4		—		19	18	4
21	14	8	8	9	60	10·4	1	7	2	1	10	0	1	0	0	24	0	0	12	17	4		—		12	17	4
54	57	21	11	3	146	8·7	3	1	0		—			—		16	0	0	9	7	6		—		9	7	6
27	20	25	5	3	80	8·3	1	0	9	1	10	0		—		24	0	0	9	6	3	1	0	0	[a]10	6	3
29	15	14	5	–	63	9·3	0	10	6		—			—		24	0	0	3	9	6		—		3	9	6
11	14	28	21	23	97	9·8	2	15	7	1	10	0	2	0	0	24	0	0	16	15	10	4	0	0	[a]20	15	10
30	32	28	15	6	111	9·4	1	11	6	1	10	0		—		24	0	0	6	7	8		—		6	7	8
16	11	13	–	6	46	7·9	1	6	5	1	10	0		—		28	0	0	5	14	5		—		5	14	5
29	12	5	10	–	56	8·5	0	10	3	1	10	0		—		28	0	0	2	18	3		—		2	18	3
12	10	5	8	3	38	9·	0	17	6	1	10	0		—		24	0	0	6	11	3		—		6	11	3
26	30	21	17	–	94	9·5	1	5	2	1	10	0	1	10	0	29	3	4	6	2	9	2	0	0	8	2	9
36	13	15	12	9	85	8·7	0	11	0	1	17	6	1	0	0	23	0	0	5	6	8		—		5	6	8
22	18	7	10	2	59	9·	0	13	8	1	10	0		—		18	0	0	7	1	1		—		7	1	1
10	30	9	4	–	53	8·1	0	6	4	1	10	0	1	10	0	24	0	0	4	5	10		—		4	5	10
22	22	18	13	14	89	9·5	3	14	9	1	17	6	9	0	0	90	0	0	19	11	9	5	8	2	24	19	11
3	3	15	57	17	95	17·5													7	16	0		—		7	16	0
28	17	8	14	–	67	10·	0	19	4		—			—		18	0	0	3	18	6		—		3	18	6
31	16	7	4	1	59	8·2	0	10	6		—			—		19	18	4	2	6	8		—		2	6	8

[b] Closed during the quarter.

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
111	2575	Skerry, . .	Broughshane, .		Pres.	–	Pres.	37	109	146	29	60	89	5
112	2576	Glenwhirry, .	Clatteryknowes, .		Pres.	–	Pres.	57	40	97	28	24	52	2
113	2577	Connor, . .	Connor, . .		Pres.	–	Pres.	54	21	75	33	10	43	2
114	2578	Skerry, . .	Braidujle, . .		–	E.C.	Pres.	63	19	82	34	14	48	2
115	2579	Ahoghill, .	Moyasset, . .		–	Pres.	Pres.	64	56	120	40	38	78	4
116	2580	Drumaul, .	Ballydunmaul, .		–	Pres.	Pres.	48	51	99	23	22	45	2
117	2587	Connor, . .	Tardree, . .		Pres.	–	Pres.	74	40	114	45	24	69	4
118	2588	Kilraghts, .	Ganaby, . .		Pres.	–	Pres.	72	38	110	44	23	67	4
119	2589	Loughguile, .	Clontyfinnan, .		Pres.	–	Pres.	70	36	106	37	20	57	2
120	2590	Connor, . .	Tullynamullan, .		Pres.	–	Pres.	73	61	134	41	50	91	5
121	2592	Shankill, . .	Fountain-street, f.		Pres.	–	Pres.	–	264	264	–	155	155	9
122	2593	Ballylinny, .	Lisnalinchy, .		Pres.	–	E.C.	48	44	92	35	30	65	3
123	2645	Ballymoney, .	Garry, . .		Pres.	–	Pres.	41	30	71	26	21	47	2
124	2647	Do. . .	Secaon, . .		Pres.	–	Pres.	64	38	102	34	20	54	3
125	2649	Carnmoney, .	WhiteAbbey, m. day,		Pres.	–	E.C.	213	–	213	147	–	147	9
			Do. . . evg.		–	–	–	106	–	106	73	–	73	2
126	2650	Do. . .	Do. . f. day,		Pres.	–	Pres.	–	144	144	–	102	102	5
			Do. . . evg.		–	–	–	–	74	74	–	46	46	2
127	2651	Connor, . .	Kells, . . .		–	Pres.	Pres.	100	42	142	49	24	74	3
128	2672	Shankill, . .	Townsend-street, .		Pres.	–	Pres.	310	218	528	205	141	346	23
129	2674	Ballymoney, .	Ballymoney, No. 1, m.		R.C.	–	R.C.	81	–	81	56	–	56	4
130	2683	Skerry, . .	Loughconnelly, .		Pres.	–	Pres.	62	51	113	37	32	69	3
131	2699	Carnmoney, .	Whitehouse, f. day,		–	Pres.	Pres.	–	123	123	–	86	86	6
			Do. . . evg.		–	–	–	–	138	138	–	67	67	3
132	2719	Grange of Nalteen,	Silversprings, .		Pres.	–	Pres.	22	55	77	16	38	54	3
133	2720	Loughguile, .	Ballynagashel, .		Pres.	–	Pres.	76	51	127	44	27	71	3
134	2721	Ahoghill, . .	Upper Largy, .		Pres.	–	Pres.	66	58	124	33	36	69	3
135	2764	Antrim, . .	Antrim, . m.	v.t.b.	R.C.	–	R.C.	105	–	105	64	–	64	3
136	2766	Do. . .	Mill-row, . .		Pres.	–	Pres.	62	3	65	41	2	43	2
137	2770	Shankill, . .	Cavehill Railway,	v.t.	–	Pres.	Pres.	31	36	67	24	27	51	3
138	2772	Kilwaughter, .	Kilwaughter, f.	v.t.	Pres.	–	Pres.	–	115	115	–	65	65	3
139	2828	Glenavy, . .	Ballymacricket, m.		R.C.	–	R.C.	95	–	95	64	–	64	3
140	2838	Antrim, . .	Antrim, . f.	v.t.b.	R.C.	–	R.C.	–	108	108	–	68	68	3
141	2861	Tickmacrevan, .	Carnablanagh, .		Pres.	–	Pres.	65	62	127	45	35	80	3
142	2902	Ballymoney, .	Kirkhill, . .	A.	Pres.	–	Pres.	60	44	104	44	30	74	4
143	2917	Billy, . .	Deffrick, . .	v.t.	Pres.	–	Pres.	68	47	115	36	28	64	2
144	2920	Racavan, . .	Rocarvan, . .		Pres.	–	Pres.	111	48	159	62	25	87	4
145	2921	Shankill, . .	May-street, . m.		–	R.C.	R.C.	263	–	263	159	–	159	8
146	2922	Rasharkin, .	Ballymaconnelly, .		Pres.	–	Pres	72	46	118	44	30	74	3
147	2923	Newtown Crommellin, . .	Newtown Crommellin		Pres.	–	E.C.	60	42	102	37	22	59	2
148	2925	Kilbride, . .	Ballyvoy, . .		–	Pres.	Pres.	45	40	85	30	27	57	2
149	2926	Glenwhirry, .	Craigs, . .		Pres.	–	Pres.	47	27	74	29	17	46	3
150	2984	Dunluce, . .	Kilmoyle, . .		–	E.C.	Pres.	80	57	137	47	35	82	3
151	2985	Drumaul, .	Magherabeg, .		Pres.	–	Pres.	82	57	139	50	34	84	4
152	3023	Dunluce, . .	Seneirl, . .	y.t.	Pres.	–	Pres	61	48	109	34	26	60	3
153	3037	Shankill, . .	Forth River, .		–	Pres.	Pres.	52	51	103	32	35	67	4
154	3042	Billy, . .	Bushmills, . m.	A.	Pres.	–	Pres.	95	–	95	62	–	62	3
155	3043	Do. . .	Do. . . f.	A.	Pres.	–	Pres.	–	102	102	–	70	70	4
156	3074	Ahoghill, . .	Tullaghgarley, .		Pres.	–	Pres.	56	56	112	42	32	74	3
157	3088	Kirkinriola, .	Parade, . .		Pres.	–	Pres.	71	50	121	41	30	71	3
158	3090	Rasharkin, .	Dromore, . .		Pres.	–	Pres.	99	70	169	51	43	94	5
159	3091	Shankill, . .	Victoria-place, day,		Pres.	–	Pres.	312	187	499	208	107	310	20
			Do. . . evg.		–	–	–	244	113	357	90	43	133	4
160	3092	Kirkinriola, .	Craigywarren, Upper,		Pres.	–	Pres.	26	39	65	16	20	36	2
161	3130	Ballycor, . .	Ballyeaston, .	v.t.	Pres.	–	Pres.	42	82	124	31	54	85	4
162	3140	Drumaul, .	Terrygowan, .		–	Pres.	Pres.	50	54	104	32	34	66	3
163	3173	Grange of Killyglen, . .	Killyglen, . .		Pres.	–	E.C.	46	49	95	29	35	64	3
164	3196	Drumaul, .	Caddy, . .		–	Pres.	Pres.	54	55	109	30	32	62	3
165	3241	Tickmacrevan, .	Aughagash, . .		Pres.	–	Pres.	74	75	149	38	34	72	3
166	3304	Rasharkin, .	Rasharkin, . .		Pres.	–	Pres.	73	56	129	40	31	71	3
167	3305	Ballymoney, .	Culdoo, . .		Pres.	–	Pres.	56	45	101	33	29	62	3

a Residence free.

1863.—Province of ULSTER: County of ANTRIM—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
35	11	26	14	8	94	8·1	1 17 4	1 17 6	—	72 5 0	7 0 0	—	7 0 0	
27	19	17	11	–	74	9·7	0 12 0	—	—	18 0 0	6 0 0	—	6 0 0	
19	13	14	11	–	57	9·5	—	1 10 0	—	18 0 0	1 0 7	5 5 0	6 5 7	
13	10	10	7	11	51	9·2	1 12 3	1 10 0	—	38 10 0	7 0 0	3 0 0	[a]10 0 0	
23	30	8	25	5	91	9·1	2 4 9	1 17 7	1 10 0	35 15 0	7 0 1	—	7 0 1	
29	16	1	7	–	53	7·3	0 10 4	—	—	18 0 0	5 16 0	—	5 16 0	
24	34	30	8	2	98	9·8	2 3 8	1 10 0	—	18 0 0	6 8 0	—	6 8 0	
16	33	21	9	7	86	10·	2 0 6	1 10 0	—	26 1 8	10 7 6	—	10 7 6	
22	21	17	6	1	67	10·	0 15 3	1 10 0	—	24 0 0	5 16 6	—	5 16 6	
34	19	16	11	4	84	12·4	0 14 0	1 17 6	—	44 0 0	10 0 0	—	10 0 0	
–	39	31	72	13	155	10·	9 2 1	3 15 0	18 0 0	130 1 8	—	15 0 0	[a]15 0 0	
17	27	–	18	12	74	9·4	1 0 4	1 10 0	—	38 0 0	3 10 1	1 11 6	5 1 7	
34	16	9	5	–	64	10·	0 11 9	1 10 0	—	28 0 0	3 18 6	—	3 18 6	
29	22	13	12	–	76	9·2	0 10 0	1 10 0	—	28 0 0	6 5 6	—	6 5 6	
66	40	29	17	6	158	5·9	3 11 9	8 15 6	12 0 0	44 0 0	15 15 3	—	15 15 3	
–	22	19	33	9	83	14·4					3 9 0	—	3 9 0	
40	33	17	14	2	106	7·3	1 7 1	3 7 6	5 0 0	37 1 8	7 18 5	—	7 18 5	
–	14	11	24	–	49	16·8					2 7 6	—	2 7 6	
38	46	12	6	–	102	8·7	1 2 3	1 10 0	—	18 0 0	4 17 6	—	4 17 6	
58	90	85	53	80	366	8·8	16 8 10	—	15 0 0	230 0 0	58 7 6	—	58 7 6	
31	14	9	–	–	54	8·6	3 14 8	2 5 0	1 0 0	35 8 4	1 1 1	—	1 1 1	
20	29	20	21	–	90	10·5	1 12 6	1 10 0	—	24 0 0	7 8 5	—	7 8 5	
–	35	29	17	16	97	11·	—	—	—	46 5 0	11 8 8	—	11 8 8	
–	24	35	37	13	109	12·					4 11 0	—	4 11 0	
11	16	5	12	15	59	8·	3 6 2	1 10 0	—	16 0 0	7 15 10	—	7 15 10	
33	27	13	12	–	85	9·5	2 0 1	1 10 0	—	29 10 0	10 10 6	—	[a]10 10 6	
41	27	7	15	–	90	8·3	1 7 8	—	1 0 0	29 10 0	3 12 8	—	3 12 8	
28	14	11	6	9	68	9·4	6 12 3	—	5 10 0	33 16 4	9 8 9	—	9 8 9	
6	19	9	10	11	45	9·	1 19 0	—	—	33 13 4	7 11 9	—	7 11 9	
22	15	10	6	6	59	7·5	1 3 5	3 17 4	—	44 7 2	10 18 2	2 0 0	12 18 2	
24	14	12	14	4	68	9·2	1 0 2	—	—	55 10 0	3 0 5	2 0 0	5 0 5	
8	26	15	6	7	62	9·9	2 15 6	0 19 0	—	34 16 8	5 11 4	1 0 0	6 11 4	
32	17	9	4	5	67	9·1	2 10 5	5 0 9	—	32 5 0	2 10 5	—	2 10 5	
31	20	14	8	4	77	10·5	0 15 8	1 10 0	—	21 16 8	4 15 7	5 0 0	9 15 7	
45	27	13	3	1	89	12·	0 18 10	—	—	32 0 0	9 0 0	—	9 0 0	
32	31	7	8	–	78	11·	0 18 2	—	—	19 7 6	2 6 0	—	2 6 0	
25	26	28	14	12	105	10·2	3 0 0	—	—	16 13 4	6 11 9	—	6 11 9	
57	62	26	23	12	180	8·7	0 12 9	—	—	94 18 4	10 0 0	13 0 0	23 0 0	
28	18	20	19	–	85	9·5	0 15 6	—	—	18 0 0	6 7 2	—	6 7 2	
23	18	13	12	7	73	9·6	0 11 3	—	—	27 0 0	5 4 9	—	5 4 9	
23	19	–	6	2	50	8·4	1 7 0	—	—	28 0 0	4 7 9	—	4 7 9	
21	17	9	13	–	60	9·3	0 7 8	—	—	15 0 0	5 9 6	—	5 9 6	
49	40	7	5	–	101	8·4	0 17 6	—	—	28 0 0	3 2 6	—	3 2 6	
28	29	25	14	5	101	9·	1 2 0	—	—	38 0 0	7 13 0	—	7 13 0	
40	22	10	11	–	83	9·4	3 18 1	—	1 0 0	42 18 4	7 2 10	—	7 2 10	
20	32	17	7	6	82	8·1	1 7 11	—	9 0 0	54 0 0	17 12 8	—	17 12 8	
52	16	13	3	–	64	8·5	1 0 3	—	—	38 0 0	4 8 1	4 7 4	8 15 5	
29	21	9	8	1	68	9·4	1 4 6	—	—	42 3 4	14 0 0	—	14 0 0	
24	32	11	14	–	81	8·2	2 1 6	—	3 10 0	26 10 0	13 7 6	—	13 7 6	
28	36	21	5	5	95	10·2	1 7 7	—	—	30 16 8	10 11 8	—	10 11 8	
9	27	25	19	19	99	9·	2 4 3	—	—	45 3 4	10 10 0	—	10 10 0	
72	118	79	36	48	353	8·6	13 16 8	—	6 0 0	177 3 4	65 14 9	—	65 14 9	
–	34	–	112	34	180	16·2					6 7 10	20 0 0	26 7 10	
21	7	9	8	–	45	9·4	0 10 0	—	—	16 0 0	3 4 1	—	3 4 1	
25	15	33	14	12	99	9·9	1 14 6	—	—	49 13 4	10 0 0	—	10 0 0	
28	23	13	10	–	74	9·	1 6 0	—	—	18 0 0	7 5 2	—	7 5 2	
16	27	14	12	–	69	9·2	1 0 0	—	—	21 4 5	8 3 8	—	8 3 8	
33	22	18	11	–	84	8·5	0 15 10	—	—	15 0 0	3 8 9	—	3 8 9	
39	26	19	12	3	99	9·4	1 7 6	—	—	32 0 0	4 19 11	—	4 19 11	
47	20	16	17	–	100	8·9	1 0 0	0 19 0	—	16 1 8	5 19 9	—	5 19 9	
36	24	10	3	–	73	9·1	1 5 10	—	1 0 0	33 13 4	4 4 9	—	4 4 9	

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AM

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females.	Total.	
168	3307	Ahoghill, . .	Carninny, . .		Pres.	–	Pres.	80	54	134	42	28	70	3
169	3341	Loughguile, .	Loughguile, f.	v.t.	R.C.	–	R.C.	–	84	84	–	45	45	2
170	3354	Raloo, . .	Ballyrickartbeg, .		Pres.	–	Pres.	42	33	75	29	20	49	2
171	3355	Ahoghill, . .	Straid, . .		–	Pres.	Pres.	97	61	158	54	37	91	4
172	3469	Shankill, . .	Kent-street, day,		Pres.	–	Pres.	184	167	351	83	71	154	7
			Do. . . evg.		–	–	–	131	57	188	45	23	68	2
173	3531	Inver, . .	Larne and Inver, .		Pres.	–	Pres.	73	36	109	45	20	65	4
174	3535	Carn Castle, .	Carn Castle, No. 2,		Pres.	–	Pres.	44	25	69	28	17	45	2
175	3583	Racavan, . .	Lisnamurrikin, .		Pres.	–	Pres.	85	53	138	44	26	70	3
176	3592	Kirkinriola, .	Guy's Free, . m.		Pres.	–	Pres.	271	–	271	175	–	175	10
177	3605	Ahoghill, . .	Ballymontenagh, .		Diss.	–	Pres.	97	69	166	60	37	97	4
178	3613	Derrykeighan, .	Knockanboy, .		Pres.	–	Pres.	34	36	70	23	25	48	3
179	3729	Killead, . .	Ballyrobin, . .		–	Pres.	Pres.	62	64	126	38	36	74	4
180	3768	Racavan, . .	Broughshane, m.		Pres.	–	Pres.	151	–	151	94	–	94	5
181	3788	Grange of Muck-amore, . .	Oldstone, . .		Pres.	–	Pres.	30	54	84	22	38	60	3
182	3817	Loughguile, .	Knockaholet, .		Pres.	–	R.C.	107	88	195	47	47	94	5
183	3850	Ballyclug, .	Moorfields, . .		–	E.C.	Pres.	44	38	82	36	36	72	2
184	4015	Ballycor, . .	Ballyboley, . .		Pres.	–	Pres.	47	21	68	31	15	46	2
185	4020	Kilbride, . .	Kilbride, . .		Pres.	–	Diss.	55	29	84	37	20	57	3
186	4140	Duaghy, . .	Ballybogy, . .		–	Pres.	Pres.	48	35	83	33	22	55	3
187	4164	Connor, . .	Harryville, . m.		Pres.	–	Pres.	154	–	154	88	–	88	5
188	4179	Kilbride, . .	Newmill, . .		–	Diss.	Pres.	36	37	73	26	25	51	2
189	4223	Blaris, . .	Lisburn, . m.	v.t.	R.C.	–	R.C.	187	–	187	101	–	101	5
190	4224	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	197	197	–	104	104	5
191	4232	Ahoghill, . .	Gortfad, . .		–	Pres.	Pres.	36	22	58	21	16	37	2
192	4287	Finvoy, . .	Caldanagh, . .		–	E.C.	R.C.	64	42	106	39	23	62	2
193	4355	Ahoghill, . .	Aughnacleagh, .		–	Pres.	Pres.	68	52	120	34	26	60	3
194	4359	Tickmacrevan, .	Glenarm, . f.		–	E.C.	E.C.	–	103	103	–	71	71	3
195	4379	Glenavy, . .	Sandhills, . .		–	E.C.	E.C.	41	32	73	36	21	57	3
196	4404	Ballymoney, .	Balnamore, . .		–	Pres.	Pres.	73	46	119	47	24	71	4
197	4529	Ahoghill, . .	Tullynahinnion, .		–	Pres.	Pres.	50	35	85	29	26	55	2
198	4530	Muckamore, .	Islandbane, . .		Pres.	–	Pres.	39	33	72	27	21	48	2
199	4531	Shankill, . .	Millfield, . day.		–	R.C.	R.C.	215	141	356	89	58	147	7
			Do. . evg.		–	–	–	100	53	153	47	23	70	3
200	4560	Ardclinis, .	Point of Garron, .	v.c.	–	E.C.	R.C.	23	20	43	12	14	26	1
201	4564	Carnmoney, .	Monkstown, .		Pres.	–	Pres.	163	118	281	97	69	166	8
202	4565	Tickmacrevan, .	Glenarm, m. day,		–	E.C.	Pres.	102	–	102	71	–	71	4
			Do. . . evg.		–	–	–	49	–	49	39	–	39	2
203	4625	Dunaghy, .	Carnbeg, . .		Pres.	–	Pres.	66	54	120	53	34	87	3
204	4671	Antrim, . .	Mill-row, . f.		Pres.	–	Pres.	–	40	40	–	30	30	2
205	4672	Do. . .	Lady-hill, . .		Pres.	–	Pres.	57	31	88	37	19	56	3
206	4683	Carnmoney, .	Carnmoney, f.		Pres.	–	Pres.	–	79	79	–	48	48	3
207	4688	Ballintoy, .	Croaghbeg, . .		Pres.	–	R.C.	54	56	[c]110	27	24	51	2
208	4689	Rasharkin, .	Carclunty, . .		Pres.	–	Pres.	37	42	79	23	23	46	2
209	4695	Ahoghill, . .	Garvaghy, West, .		–	Pres.	Pres.	51	27	78	35	18	53	3
210	4696	Camlin, . .	Glenavy, . .		–	Pres.	Pres.	62	76	138	34	41	75	4
211	4714	Drumbeg, .	Dunmurry, . f.		–	Pres.	Pres.	–	98	98	–	62	62	3
212	4807	Glenwhirry, .	Lowtown, . .		–	Pres.	Pres.	51	42	93	28	24	52	2
213	4808	Ballyscullion Grange, .	Taylorstown, North, day,		Pres.	–	Pres.	92	113	205	56	61	117	5
			Do. . . evg.		–	–	–	143	61	204	69	25	94	3
214	4999	Derrykeighan, .	Derrykeighan, m.		Pres.	–	Pres.	74	–	74	52	–	52	3
215	5060	Kirkinriola, .	Guy's Infant, .		Pres.	–	Pres.	127	163	290	67	91	158	9
216	5096	Grange of Nal-teen, . .	Dunadry, . .		Pres.	–	Pres.	30	23	53	21	25	46	2
217	5130	Ballymoney, .	Garryduff, . .		Pres.	–	Pres.	54	49	103	30	28	58	2
218	5131	Templecorran, .	Ballycarry, . f.		E.C.	–	E.C.	–	57	57	–	44	44	2
219	5132	Shankill, . .	Frederick-st., No. 1, or Lancasterian Industrial, f.		–	Pres.	Pres.	–	220	220	–	133	133	9
220	5171	Culfeightrin, .	Ballyucan, . .		–	E.C.	R.C.	85	79	164	42	46	88	3
221	5302	Tullyrusk, .	Dundrod, . m.	v.c.	Pres.	–	Pres.	72	–	72	56	–	56	3

[a] Residence free.

[b] Closed during the quarter.

1863.—Province of Ulster: County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.							
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
32	26	16	15	3	92	9·8	0	12	10	—			—			37	16	8	6	10	1	—			6	10	1
24	11	6	13	2	56	9·6	0	6	6	—			—			29	5	0	0	17	0	—			0	17	0
17	9	9	15	5	55	9·1	0	13	8	—			—			18	0	0	1	10	8	—			1	10	8
42	35	21	14	3	115	9·4	2	14	4	—			—			37	0	0	8	10	0	—			8	10	0
125	49	6	9	–	189	6·6	1	9	1	—			4	0	0	91	0	0	17	6	4	—			17	6	4
–	–	–	94	–	94	12·9													3	2	9	—			3	2	9
20	24	14	11	8	77	8·8	1	14	2	—			—			35	3	4	19	9	9	—			19	9	9
23	12	14	5	–	54	9·	0	11	7	—			—			24	0	0	4	7	10	—			4	7	10
40	27	14	13	4	98	9·7	0	11	7	—			—			16	5	0	12	7	4	—			12	7	4
47	77	35	15	11	185	10·3	3	15	7	—			2	10	0	79	0	0	—			42	15	0	[a]42	15	0
56	43	13	16	–	128	9·	3	5	6	—			—			26	11	8	4	0	10	—			4	0	10
20	12	11	17	–	60	9·6	2	8	4	—			—			20	15	0	9	0	0	1	0	0	10	0	0
32	16	13	13	13	87	9·3	1	3	8	—			—			60	10	0	11	16	1	18	18	0	30	14	1
27	18	13	10	22	90	13·2	3	4	10	4	0	0	5	10	0	56	1	8	16	0	0	—			16	0	0
45	15	2	1	2	65	8·4	1	6	4	—			—			23	0	0	1	9	11	—			1	9	11
28	35	31	26	16	136	10·5	2	0	3	1	10	0	—			67	1	8	12	0	4	—			12	0	4
38	13	16	10	3	80	12·	1	13	4	1	10	0	—			17	11	8	0	3	0	—			0	3	0
9	9	14	15	3	50	10·8	1	2	1	1	10	0	—			18	0	0	4	13	10	—			4	13	10
19	7	17	8	8	59	9·6	1	6	10	1	10	0	—			28	0	0	12	3	4	—			12	3	4
18	9	17	9	4	57	9·8	1	1	8	1	10	0	—			28	0	0	5	11	6	—			5	11	6
51	33	14	15	1	114	8·7	2	3	0	1	17	6	1	0	0	26	15	0	11	10	10	—			11	10	10
33	15	15	1	–	64	8·2	0	10	4	1	10	0	—			15	0	0	4	3	2	—			4	3	2
59	29	14	7	7	116	8·9	1	18	5	—			—			40	3	4	13	3	0	—			13	3	0
59	33	16	10	5	123	7·8	1	18	7	—			10	0	0	63	16	8	10	9	5	—			10	9	5
18	14	9	2	4	47	7·9	0	10	2	1	10	0	—			24	0	0	4	13	0	—			4	13	0
34	28	9	5	–	76	9·6	0	14	8	—			—			33	13	4	—			—			—		
47	20	11	10	–	88	8·8		—		1	10	0	—			16	15	0	5	10	6	—			5	10	6
9	33	15	11	9	77	10·4	6	7	10	3	17	4	3	10	0	36	0	0	8	2	0	10	0	0	18	2	0
–	–	–	–	–	–	–	0	12	10	—			—			18	0	0	1	8	6	—			1	8	6
36	28	10	4	–	78	8·1	0	10	0	—			1	0	0	23	1	8	8	0	0	2	0	0	10	0	0
30	17	11	9	–	67	8·9	1	2	3	—			—			24	0	0	3	3	0	—			[a]3	3	0
25	15	17	8	–	65	7·9	0	18	7	—			—			18	0	0	1	11	0	0	10	0	2	1	0
100	38	19	20	–	177	9·	1	12	1	—			—			37	15	0	18	0	0	—			18	0	0
–	46	19	51	–	116	16·													6	5	0	—			6	5	0
12	6	3	11	–	32	9·9	0	7	7	1	10	0	—			28	0	0	3	8	2	5	5	0	8	13	2
94	28	41	17	12	192	8·1	5	3	5	—			—			66	1	8	13	1	10	—			13	1	10
–	18	30	6	7	61	10·5	5	11	8	1	10	0	—			33	14	11	6	11	7	10	0	0	16	11	7
–	–	–	37	–	37	16·2													3	15	0	5	0	0	8	15	0
28	20	29	11	8	96	11·	0	10	1	—			—			33	5	0	6	0	0	—			6	0	0
4	7	10	4	7	32	9·		—		—			—			24	0	0	4	0	0	—			4	0	0
15	20	22	9	–	66	9·6	2	3	10	0	14	6	7	0	0	33	0	0	7	8	6	—			7	8	6
15	10	10	13	8	56	8·6	0	13	2	—			5	0	0	26	15	0	5	19	7	—			5	19	7
37	37	21	9	–	104	10·5		—		—			—			15	0	0	—			—			—		
21	17	9	8	–	55	9·	0	11	10	—			—			26	0	0	2	0	0	—			2	0	0
28	22	6	11	5	72	9·	1	9	4	—			—			24	0	0	8	19	6	—			8	19	6
33	25	18	10	8	94	9·5	1	3	9	—			—			46	6	8	4	8	1	8	0	0	[a]12	8	1
34	17	7	12	1	71	8·	1	13	9	—			2	10	0	48	3	4	5	11	6	—			[a]5	11	6
32	17	4	14	–	67	8·1	0	18	11	—			—			15	0	0	2	12	3	—			2	12	3
61	28	33	25	11	158	8·	5	1	3	—			3	0	0	40	6	8	7	19	0	—			[a]7	19	0
–	55	47	37	–	139	18·1													3	15	11	—			3	15	11
23	19	7	5	–	54	8·9	0	10	3	—			1	0	0	30	0	0	4	0	0	—			4	0	0
155	23	–	–	–	178	5·5	0	10	11	—			1	10	0	69	5	0	—			13	10	0	[a]13	10	0
21	11	8	8	3	51	9·7	0	16	0	—			—			20	0	0	2	17	2	—			2	17	2
31	28	6	–	–	65	8·6	0	15	7	—			—			18	0	0	—			—			—		
14	4	10	10	5	43	9·5	1	10	9	—			—			14	0	0	1	8	3	10	0	0	11	8	3
55	42	16	19	–	132	8·7	4	0	9	—			—			76	1	8	—			16	10	0	[a]16	10	0
58	40	5	4	–	107	9·5	—			1	10	0	1	10	0	38	0	0	1	4	0	10	0	0	11	4	0
19	22	10	10	6	67	9·8	—			—			—			29	13	4	12	2	1	—			12	2	1

[a] Number of distinct pupils taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
222	5315	Kilraghts, .	Ballymequillan, .		Pres.	–	Pres.	81	46	127	45	26	71	42
223	5353	Ballynure, .	Ballynure, . .		Pres.	–	Pres.	80	23	103	50	14	64	41
224	5354	Ahoghill, . .	Ballybeg, . .		Pres.	–	Pres.	61	40	101	36	23	59	28
225	5429	Do. . .	Lisrodden, . .		–	Pres.	Pres.	56	39	95	35	24	59	35
226	5430	Grange of Doagh,	Cogry Mills, .		–	E.C.	Pres.	49	75	124	33	47	80	53
227	5449	Antrim, . .	Bush, . .		Pres.	–	Pres.	29	30	59	21	20	41	25
228	5503	Connor, . .	Connor, . .		Pres.	–	Pres.	21	101	122	12	58	70	41
229	5537	Tullyrusk, .	Dundrod, . f.	v.c.	Pres.	–	E.C.	–	89	89	–	59	59	29
230	5542	Carrickfergus, .	Trooper-lane, .		Pres.	–	Pres.	79	46	125	49	34	83	54
231	5543	Templecorran, .	Ballycarry, . .		Pres.	–	Pres.	54	70	124	36	42	78	50
232	5662	Donegore, .	Dunnamuggy, .		Pres.	–	Pres.	41	30	71	27	22	49	27
233	5663	Ballynure, .	Straid, . f.		Diss.	–	Pres.	–	60	60	–	41	41	27
234	5664	Billy, . .	Tonduff, . .		Pres.	–	Pres.	52	50	102	30	30	60	32
235	5688	Ardclinis, .	Carnlough, m.	v.c.	–	E.C.	Pres.	131	–	131	78	–	78	37
236	5689	Do. . .	Do. . . f.	v.c.	–	E.C.	R.C.	–	95	95	–	61	61	38
237	5702	Layd, . .	Cushendall, f.		R.C.	–	R.C.	–	129	129	–	74	74	37
238	5793	Shankill, . .	Seaman's Friend Society, . m.		–	Pres.	Pres.	293	–	293	186	–	186	130
239	5794	Do. . .	Do. . . f.		–	Pres.	Pres.	203	–	203	104	–	104	59
240	5817	Do. . .	Conway-st., m. day,		Pres.	–	Pres.	315	–	315	164	–	164	104
			Do. . . evg.		–	–	–	78	–	78	41	–	41	22
241	5818	Duneane, .	Gullagh, . .		R.C.	–	R.C.	75	63	138	38	33	71	23
242	5860	Ahoghill, . .	Galgorm, . m.		–	Pres.	Pres.	124	–	124	84	–	84	52
243	5895	Layd, . .	Cushendall, . m.		R.C.	–	R.C.	164	–	164	81	–	81	42
244	5941	Shankill, . .	Murphy-street, .		–	Pres.	Pres.	72	99	171	40	54	94	57
245	5942	Ahoghill, . .	Portglenone, .		–	Pres.	E.C.	68	23	91	44	16	60	43
246	5988	Drumaul, . .	Randalstown, f.	A.	R.C.	–	R.C.	–	70	70	–	46	46	26
247	6007	Layd, . .	Knocknacurry, m.	v.c.	R.C.	–	R.C.	127	–	127	69	–	69	32
248	6008	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	108	108	–	64	64	29
249	6094	Shankill, . .	Fountain-lane, i.		Pres.	–	Pres.	115	203	318	64	106	170	104
250	6095	Ahoghill, . .	Maboy, . .		–	Pres.	Pres.	52	48	100	24	24	48	28
251	6114	Do. . .	Garvaghy, East, .		Pres.	–	Pres.	52	40	92	32	22	54	31
252	6125	Templepatrick,	Mollusk, . f.		–	Pres.	E.C.	–	106	106	–	71	71	45
253	6132	Grange of Doagh,	Ballyclare, . f.		–	Pres.	Pres.	–	96	96	–	73	73	50
254	6146	Connor, . .	Cromkill, . .		–	Pres.	Pres.	67	59	126	35	27	62	29
255	6147	Loughguile, .	Ballycregagh, .		–	Pres.	Pres.	37	30	67	22	17	39	20
256	6219	Killagan, . .	Drumadoon, . m.		–	E.C.	Pres.	102	–	102	57	–	57	30
257	6262	Shankill, . .	Oldpark, . .		–	Pres.	Pres.	48	65	113	28	37	65	36
258	6300	Carnmoney, .	Ballycraigy, . m.		Pres.	–	Pres.	112	–	112	69	–	69	39
259	6311	Connor, . .	Maxwell's Walls, .		–	E.C.	Pres.	108	48	156	59	21	80	40
260	6321	Templepatrick,	Roughfort, . .		–	Pres.	Pres.	31	48	79	20	30	50	33
261	6363	Ramoan, . .	Cloghanmurray, .		–	E.C.	Pres.	70	40	110	48	24	72	39
262	6397	Kirkinriola, .	Carnlea, . .		Pres.	–	Pres.	91	94	185	41	42	83	49
263	6398	Ballymoney, .	Landhead, . .		Pres.	–	Pres.	64	41	105	35	22	57	23
264	6419	Ahoghill, . .	Loan, . . .		Pres.	–	Pres.	109	87	196	47	38	85	38
265	6436	Duneane, . .	Ballynamullan, .		R.C.	–	R.C.	56	45	101	55	45	100	45
266	6474	Ahoghill, . .	Bridge End, .		–	Pres.	Pres.	59	38	97	41	23	64	26
267	6491	Derrykeighan, .	Derrykeighan, f.		E.C.	–	–	–	96	c96	–	48	48	24
268	6581	Shankill, . .	Earl-street, m. day,		–	R.C.	R.C.	242	–	242	131	–	131	90
			Do . . . evg.		–	–	–	125	70	195	44	28	72	28
269	6634	Carrickfergus, .	Woodburn, . . day,		–	Pres.	Pres.	102	84	186	57	44	101	62
			Do. . . evg.		–	–	–	36	38	74	23	23	46	19
270	6684	Shankill, . .	Queen-street, m. day,		Pres.	–	Pres.	196	–	196	86	–	86	61
			Do. . . evg.		–	–	–	80	37	117	25	16	41	25
271	6731	Ahoghill, . .	Ahoghill, m. day,		E.C.	–	Diss.	72	–	72	41	–	41	27
			Do., . . evg.		–	–	–	69	36	105	24	12	36	23
272	6732	Ahoghill, . .	Ahoghill, . f.		E.C.	–	E.C.	–	105	105	–	61	61	31
273	6740	Layd, . .	Glendun, . .		R.C.	–	R.C.	33	29	62	33	20	53	25
274	6798	Shankill, . .	Joy's Entry, day,		Pres.	–	Pres.	56	70	126	30	35	65	29
			Do, . . evg		–	–	–	20	15	35	20	13	33	17
275	6817	Dunluce, . .	Ballyhome, . .	v.c.	Pres.	–	Pres.	35	29	64	20	15	35	20
276	6819	Ramoan, . .	Ballycastle, . m.		R.C.	–	R.C.	104	–	104	66	–	66	36
277	6855	Larne, . .	Larne, No. 2, .		Pres.	–	Diss.	49	94	143	22	48	70	31

[a] Residence free.

[b] Residence and garden free.

1863.—Province of Ulster : County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
27	30	18	21	6	102	8·9	1 18 0	1 10 0	—	18 0 0	5 15 0	—	5 15 8	
15	8	16	20	13	72	9·5	2 2 2	1 1 4	—	29 8 4	8 9 6	—	8 9 6	
39	11	21	9	–	80	7·2	0 11 4	1 10 0	2 0 0	24 0 0	5 8 9	2 0 0	7 8 9	
33	14	14	8	3	72	11·7	1 10 0	1 10 0	2 0 0	34 16 8	6 1 0	—	6 1 0	
21	22	30	12	2	87	8·2	1 3 2	1 17 6	1 0 0	27 13 4	12 2 3	1 0 0	[a]13 2 3	
21	7	7	3	5	43	8·5	0 11 5	1 10 0	—	14 3 4	3 6 6	—	3 6 6	
18	25	30	15	10	98	9·7	1 1 6	1 10 0	3 0 0	38 0 0	5 0 8	—	5 0 8	
20	16	10	8	12	66	9·8	—	1 10 0	—	21 1 8	6 0 0	—	6 0 0	
25	22	17	9	9	82	9·7	3 12 1	1 17 6	—	36 0 0	12 7 6	—	12 7 6	
17	15	27	21	11	91	9·5	2 0 3	1 17 6	3 10 0	41 0 0	7 11 8	2 17 4	10 9 0	
19	31	6	6	–	62	9·6	0 18 8	—	—	18 0 0	8 4 9	—	8 4 9	
10	8	14	11	6	49	9·2	0 12 2	—	1 0 0	20 0 0	4 4 5	—	4 4 5	
28	25	7	4	–	64	17·5	0 12 6	—	—	24 0 0	2 1 0	—	2 1 0	
36	18	10	11	4	79	8·8	1 4 4	—	—	26 10 0	2 15 3	10 0 0	12 15 3	
22	24	6	9	–	61	10·6	0 19 6	—	—	24 8 4	3 4 2	10 0 0	13 4 2	
43	29	5	7	3	87	8·9	0 13 2	—	—	19 3 4	1 19 2	—	1 19 2	
47	68	49	28	25	217	9·2	6 9 0	—	14 0 0	124 0 0	29 10 0	18 0 0	47 10 0	
45	30	34	14	12	135	8·8	1 14 3	—	2 0 0	70 0 0	13 15 11	9 0 0	22 15 11	
99	64	9	11	5	188	8·	1 10 4	6 9 10	5 0 0	88 0 0	24 17 1	—	24 17 1	
1	14	–	28	–	43	14·6					3 11 5	—	3 11 5	
47	9	13	16	–	85	9·1	—	—	—	18 0 0	1 18 11	—	1 18 11	
30	30	15	12	10	97	9·2	1 2 0	—	1 0 0	24 0 0	6 1 10	10 0 0	[a]16 1 10	
39	26	19	12	3	99	11·	2 12 6	—	1 0 0	49 10 0	6 5 3	—	6 5 3	
54	22	13	7	–	96	8·1	1 14 1	—	—	41 6 8	7 16 7	—	7 16 7	
24	18	–	21	5	68	9·1	1 13 6	—	—	30 16 8	7 2 0	—	7 2 0	
22	10	6	4	2	44	11·	—	—	—	28 0 0	1 19 8	—	1 19 8	
30	29	18	14	–	91	11·9	0 10 6	1 10 0	—	47 0 0	2 2 2	—	2 2 2	
30	17	16	8	3	74	9·1	—	1 10 0	—	26 0 0	1 4 4	—	1 4 4	
110	55	24	–	–	189	6·5	2 5 2	—	5 10 0	87 17 9	—	6 0 0	[a]6 0 0	
23	14	14	8	–	59	8·9	0 10 0	—	—	18 0 0	3 19 8	0 5 9	4 5 5	
28	15	12	13	–	68	9·5	0 11 0	—	—	18 0 0	6 4 6	—	6 4 6	
29	23	12	9	5	78	8·2	—	—	—	38 0 0	5 2 10	—	5 2 10	
22	22	20	13	13	90	9·	1 16 11	—	1 10 0	40 0 0	9 5 6	1 10 0	10 15 6	
46	22	7	7	–	82	8·1	—	—	—	23 14 0	5 18 0	—	5 18 0	
11	15	8	5	–	39	8·6	—	—	1 0 0	18 0 0	0 14 6	—	0 14 6	
24	12	16	14	12	78	10·7	1 15 7	1 10 0	—	29 0 0	8 15 6	4 0 0	12 15 6	
36	13	7	6	–	62	8·3	0 14 2	1 10 0	—	32 0 0	12 16 3	10 0 0	22 16 3	
10	23	14	4	10	61	9·5	1 0 6	1 10 0	—	22 0 0	12 10 1	—	[a]12 10 1	
34	15	37	11	4	101	10·3	1 5 1	1 17 6	—	35 3 4	5 0 10	2 0 0	[b]7 0 10	
19	14	13	3	2	51	6·5	0 10 5	1 10 0	—	20 0 0	3 16 0	—	3 16 0	
31	18	15	10	7	81	10·5	0 15 0	1 10 0	—	44 0 0	—	—	[a]—	
60	22	6	16	10	114	9·2	4 16 1	1 10 0	—	38 10 0	6 18 1	—	6 18 1	
29	38	10	1	–	78	8·9	1 2 2	1 10 0	—	29 11 8	3 10 10	—	3 10 10	
65	35	16	9	2	127	8·6	4 4 5	1 17 6	—	38 0 0	3 1 0	—	3 1 0	
58	18	–	15	6	97	10·5	1 6 7	—	—	32 0 0	4 2 5	—	4 2 5	
36	10	14	6	5	71	9·2	1 2 1	—	—	21 8 4	2 6 4	—	2 6 4	
–	–	–	–	–	–	–	—	—	—	20 0 0	[c]5 0 0	—	5 0 0	
17	75	46	14	11	163	9·6	3 10 6	—	8 0 0	90 5 0	15 0 0	—	15 0 0	
1	27	43	34	24	129	14·8					7 8 6	—	7 8 6	
42	37	22	14	6	121	9·	2 19 0	1 17 6	2 0 0	77 3 4	12 1 11	—	[a]12 1 11	
–	9	26	12	–	47	15·6					2 0 0	—	2 0 0	
51	51	16	12	8	138	9·02	2 5 1	—	—	37 10 10	25 1 5	—	25 1 5	
–	9	19	27	18	73	16·					4 5 2	—	4 5 2	
–	21	9	8	5	43	10·3	2 12 3	4 10 0	6 10 0	36 10 0	5 8 8	6 0 0	11 8 8	
–	17	33	19	–	69	18·3					4 6 6	—	4 6 6	
–	20	17	11	8	56	10·2	1 9 3	—	5 10 0	31 0 0	3 12 1	12 0 0	15 12 1	
28	25	15	13	–	81	11·7	0 12 9	—	—	38 0 0	1 14 5	—	1 14 5	
42	17	6	–	–	65	7·6	—	0 19 0	—	42 10 0	4 4 11	—	4 4 11	
–	–	–	–	–	–	–					—	—	—	
16	16	5	7	–	44	8·7	0 6 9	1 10 0	—	18 0 0	3 9 8	—	3 9 8	
29	24	8	13	1	75	10·2	1 4 7	—	1 10 0	30 0 0	4 16 5	—	4 16 5	
55	20	3	1	–	79	7·	0 10 0	—	—	25 0 0	4 5 1	—	4 5 1	

[c] Attendance and school fees taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
278	6856	Ballymoney, .	Stranocum, . .		–	E.C.	Pres.	42	40	82	26	24	50	30
279	6898	Ahoghill, .	Cullybackey, f.		Pres.	–	Pres.	–	110	110	–	76	76	52
280	6953	Killead, .	Mount Cottage, .		–	Pres.	Pres.	51	57	108	38	38	76	49
281	6958	Ballywillin, .	Portrush, No. 1, .		R.C.	–	R.C.	40	42	82	30	28	58	36
282	6995	Shankill, .	Chapel-lane, m.		–	R.C.	R.C.	362	–	362	195	–	195	105
283	6996	Do. .	Do. . . f.		–	R.C.	R.C.	–	286	286	–	149	149	87
284	7020	Carrickfergus, .	Minorca-place, day,		R.C.	–	R.C.	94	60	154	53	34	87	56
			Do. . . evg.		–	–	–	34	39	73	25	22	47	27
285	7058	Aghagallon, .	Derrymore, . .		–	E.C.	E.C.	62	43	105	40	24	64	32
286	7084	Ballymoney, .	Cabragh, . .		–	Pres.	Pres.	77	38	115	48	25	73	37
287	7095	Ballywillin, .	Portrush, No. 2, .		Pres.	–	Pres.	58	29	87	38	19	57	38
288	7124	Shankill, .	Cullentree-road, .		–	R.C.	R.C.	143	82	225	58	38	96	64
289	7140	Grange of Drumtullagh, . .	Moss-side, . . f.		Pres.	–	Pres.	–	97	97	–	52	52	30
290	7239	Shankill, . .	Alfred-street, .		–	Pres.	Pres.	81	113	194	53	85	138	104
291	7262	Do. . .	Alexander-street, West, m. day,		–	R.C.	R.C.	319	–	319	162	–	162	90
			Do. . . evg.		–	–	–	126	35	161	32	12	44	19
292	7265	Ahoghill, .	Tullygrawley, . .		–	Pres.	Pres.	60	47	107	31	21	52	27
293	7280	Shankill, .	Smithfield, m. day,		Pres.	–	Pres.	138	–	138	76	–	76	43
			Do. . . evg.		–	–	–	92	62	154	42	27	69	36
294	7281	Do. .	Do. . . f.		Pres.	–	Pres.	–	129	129	–	65	65	39
295	7284	Skerry, .	Cloughwater, .		Pres.	–	Pres.	58	40	98	34	21	55	31
296	7319	Shankill, .	Wolf-hill, . day,		R.C.	–	R.C.	65	56	121	42	32	74	51
			Do. . . evg.		–	–	–	51	35	86	28	18	46	23
297	7333	Do. .	Stanhope-st. m. day.		Pres.	–	Pres.	205	–	205	103	–	103	58
			Do. . . evg.		–	–	–	274	64	338	76	37	113	30
298	7340	Do. .	Alexander-street, West, . i.		–	R.C.	R.C.	144	320	464	55	125	180	105
299	7349	Belfast, .	Durham-street, .		Pres.	–	Pres.	72	102	174	41	54	95	79
300	7379	Raloo, .	Glenoe, . .		–	Pres.	E.C.	36	38	74	24	26	50	34
301	7423	Shankill, .	Eglinton, . day,		Pres.	–	Pres.	222	143	365	119	72	191	129
			Do. . . evg.		–	–	–	–	–	–	–	–	–	–
302	7553	Do. .	Union-place, day.		Pres.	–	Pres.	197	113	310	116	57	173	116
			Do. . . evg.		–	–	–	115	61	176	56	29	85	46
303	7556	Ballynure, .	Ballynure, . f.		Pres.	–	Pres.	–	93	93	–	59	59	32
304	7557	Donegore, .	Donegore, . .		Pres.	–	Pres.	71	41	112	44	28	72	46
305	7584	Shankill, .	Smithfield, . i.		Pres.	–	Pres.	78	86	164	47	46	93	55
306	7588	Dunluce, .	Ballymagarry, .		Pres.	–	Pres.	32	37	69	20	24	44	24
307	7589	Carnmoney, .	Whitehouse, i.		–	Pres.	R.C.	128	113	241	73	65	138	77
308	7609	Carrickfergus, .	Joymount, . day,		Pres.	–	Pres.	166	92	258	86	47	133	77
			Do. . . evg.		–	–	–	64	37	101	29	23	52	26
309	7620	Kerry and Racavan, . .	Correen, . .		Pres.	–	Pres.	45	39	84	25	21	46	24
310	7630	Shankill, . .	Fisherwick-pl. day,		–	Pres.	Pres.	182	149	331	100	86	186	104
			Do. . . evg.		–	–	–	–	173	173	–	69	69	28
311	7632	Do. .	Do. . . i.		–	Pres.	Pres.	138	173	311	72	94	166	91
312	7676	Glenavey, .	Ballymacricket, f.		R.C.	–	R.C.	–	76	76	–	56	56	30
313	7677	Kilwaughter, .	Mullaghsandal, .		E.C.	–	R.C.	32	29	61	27	23	50	24
314	7712	Ballynure, .	Ballygowan, .		–	Diss.	Diss.	41	40	81	30	31	61	36
315	7746	Ahoghill, .	Galgorm, . f.		–	Pres.	Pres.	–	133	133	–	87	87	51
316	7756	Shankill, .	Malone, . .		Pres.	–	Pres.	44	50	94	26	31	57	35
317	7757	Kirkinriola, .	Guy's, . f.		–	Pres.	Pres.	–	164	164	–	99	99	58
318	7836	Grange of Doagh	Doagh, . m.	v.c.	–	Pres.	Pres.	80	–	80	58	–	58	37
319	7837	Do. . .	Do. . . f.	v.c.	–	Pres.	Pres.	–	81	81	–	61	61	35
320	7845	Island Magee, .	Lower Kilcoan, f.		Pres.	–	Pres.	–	94	94	–	61	61	38
321	7855	Aghagallon, .	Derrynaseer, .		R.C.	–	R.C.	85	43	128	60	29	89	48
322	7867	Shankill, .	North Thomas-st.		Pres.	–	Pres.	140	95	235	76	50	126	71
323	7897	Loughguile, .	Ballyweeny, .		Pres.	–	Pres.	52	37	89	31	20	51	23
324	7898	Grange of Dundermot, . .	Frosses, . .		Pres.	–	Pres.	65	55	120	37	30	67	31
325	7899	Rasharkin, .	Tamlaght, . .		R.C.	–	R.C.	93	49	142	54	31	85	33
326	7904	Do. .	Bellaghy, . .		–	Pres.	R.C.	62	61	123	35	32	67	35

[a] Residence free.

1863.—Province of Ulster: County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.	School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
19	19	10	11	4	63	9·3	1	10	8	—			—			28	0	0	5	11	8	4	0	0	9	11	8
17	20	27	9	14	87	9·4	2	0	6	—			1	0	0	41	6	8	17	4	3	2	15	9	20	0	0
23	20	15	12	13	83	8·8	3	8	5	1	17	6	—			73	0	0	10	0	0	—			[a]10	0	0
26	17	14	11	2	70	8·7	1	8	10	1	10	0	4	0	0	36	3	4	8	16	9	—			8	16	9
60	68	52	24	22	226	8·6	2	4	3	3	11	6	4	0	0	110	0	0	8	0	0	—			8	0	0
93	36	33	13	10	185	8·2	—			2	5	0	3	0	0	69	10	0	8	0	0	—			8	0	0
44	11	18	12	8	93	8·8	3	1	5	3	15	0	—			65	18	4	12	17	8	2	2	3	14	19	11
—	3	—	21	14	38	17·													2	3	0	—			2	3	0
29	16	22	7	—	74	9·4	—			1	10	0	5	0	0	31	18	4	15	17	7	—			[a]15	17	7
32	30	18	5	—	85	9·2	2	0	6	1	10	0	—			27	0	0	6	11	4	—			6	11	4
23	23	8	11	1	66	9·7	2	11	9	1	10	0	3	0	0	33	13	4	18	0	0	—			18	0	0
64	38	4	13	2	121	7·3	2	1	0	2	5	0	—			56	6	8	18	12	0	—			18	12	0
17	17	5	14	8	61	10·3	3	2	0	1	10	0	—			32	10	0	5	14	8	—			5	14	8
78	20	46	23	—	167	8·	1	0	5	—			1	10	0	97	15	0	19	14	11	—			19	14	11
70	70	29	15	5	189	8·7	4	2	6	3	18	0	—			80	15	0	22	0	0	8	0	0	30	0	0
—	23	16	70	—	109	16·1													9	15	2	—			9	15	2
32	9	9	8	4	62	8·8	0	14	2	—			—			18	10	0	3	17	6	—			3	17	6
30	34	14	11	—	89	9·5	3	4	2	2	9	0	1	0	0	44	0	0	8	1	10	14	0	0	22	1	10
—	34	17	27	15	93	13·9													5	17	3	—			5	17	3
27	14	10	3	—	54	9·6	—			—			—			47	15	6	8	0	0	6	0	0	14	0	0
30	24	10	8	5	77	9·7	—			—			—			30	0	0	10	15	0	—			10	15	0
25	28	18	10	—	81	8·5	1	6	6	—			2	0	0	52	16	8	5	14	8	—			5	14	8
—	26	—	18	11	55	16·													6	2	3	—			6	2	3
27	64	24	12	8	135	9·	0	12	0	3	8	10	6	0	0	59	15	0	11	14	0	6	0	0	17	14	0
2	34	—	66	33	135	15·7													5	7	9	—			5	7	9
176	42	13	—	—	231	7·2	0	11	9	—			2	0	0	76	11	8	13	15	1	25	0	0	38	15	1
51	37	16	12	—	116	7·2	1	16	7	—			—			42	16	8	27	9	11	—			27	9	11
20	14	5	11	9	59	9·2	1	9	2	—			—			18	0	0	5	15	4	—			5	15	4
45	61	35	54	23	218	8·4	6	0	6	—			2	0	0	109	6	8	40	11	9	—			40	11	9
[b]—	—	—	—	—	—	—													—			—			—		
71	60	42	32	25	230	7·7	8	11	10	2	13	0	3	0	0	93	18	4	31	9	2	—			31	9	2
—	40	—	88	—	128	15·													4	19	11	—			4	19	11
22	15	10	15	13	75	8·2	3	16	11	—			—			20	0	0	6	18	7	—			6	18	7
18	19	12	20	8	77	8·8	1	18	9	—			—			45	6	8	13	5	0	—			13	5	0
86	7	—	—	—	93	4·9	—			2	16	6	—			45	0	0	9	12	2	6	0	0	15	12	2
20	20	15	3	—	58	9·1	1	8	0	—			—			15	0	0	4	8	0	—			4	8	0
166	14	—	—	—	180	6·5	—			1	17	6	—			63	13	4	9	18	3	—			9	18	3
74	33	26	26	8	167	10·1	2	12	11	2	5	0	—			51	0	0	16	9	3	—			16	9	3
—	—	—	70	—	70	15·													4	5	0	—			4	5	0
20	20	9	12	—	61	9·	0	9	3	1	10	0	—			16	0	0	2	8	7	—			2	8	7
20	100	47	16	14	197	9·7	4	4	1	3	0	0	9	10	0	143	16	8	19	0	7	25	0	0	44	0	7
1	46	—	51	—	98	15·7													2	17	7	—			2	17	7
150	19	—	—	—	169	6·5	0	11	6	3	0	0	3	0	0	80	1	8	10	16	9	5	0	0	15	16	9
17	15	7	10	5	54	10·	0	14	4	1	10	0	1	10	0	35	3	4	2	10	7	—			2	10	7
19	14	3	13	1	50	10·5	—			1	10	0	—			13	15	0	—			—			—		
12	27	13	7	3	62	8·3	0	11	0	1	17	6	2	0	0	18	10	0	6	4	2	—			6	4	2
32	29	20	18	16	115	9·	6	3	8	1	10	0	—			39	0	0	4	7	9	—			[a]4	7	9
30	8	19	4	—	61	7·4	1	6	1	1	10	0	4	0	0	24	0	0	6	1	1	—			6	1	1
20	52	16	13	6	107	9·6	1	19	9	—			2	0	0	57	10	0	21	6	0	—			[a]21	6	0
10	13	9	14	13	59	10·2	2	7	7	—			—			34	3	4	25	6	6	—			25	6	6
33	10	10	5	11	69	10·	2	0	9	—			—			35	0	0	14	8	10	—			14	8	10
22	19	16	9	6	72	8·7	0	14	6	1	10	0	2	10	0	23	1	8	8	4	6	—			8	4	6
26	26	22	9	12	95	8·3	2	6	6	1	17	6	—			50	10	0	15	3	0	—			15	3	0
43	59	25	14	7	148	9·	1	8	8	2	5	0	—			53	10	0	16	4	3	—			16	4	3
11	18	14	15	5	63	9·2	0	10	3	—			—			18	0	0	1	0	5	—			1	0	5
39	33	12	7	—	91	8·6	1	0	7	—			—			24	13	4	2	16	6	—			2	16	6
40	18	11	26	16	111	10·4	1	19	10	—			—			29	0	0	2	14	11	—			2	14	11
56	18	13	8	—	95	7·7	0	12	6	—			—			23	0	0	0	16	4	—			0	16	4

[b] Closed temporarily.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
327	7932	Dunaghy, .	Tullybane, . .		Pres.	–	Pres.	66	69	135	36	35	71	30
328	7944	Templecurran, .	Bella-Hill, No. 1, .	v.c.	Pres.	–	Pres.	52	39	91	32	22	54	34
329	7945	Do. . .	Do. No. 2, .	v.c.	E.C.	–	Pres.	26	83	109	15	51	66	44
330	7953	Duneane, .	Duneane, . .		Pres.	–	Pres.	40	20	60	26	16	42	22
331	7966	Ballyclug, .	Harryville, . m.		R.C.	–	R.C.	77	–	77	42	–	42	24
332	7967	Do. . .	Do. . . f.		R.C.	–	R.C.	–	76	76	–	49	49	26
333	8057	Ballinderry, .	Killultagh, . .		–	E.C.	E.C.	58	59	117	38	45	83	44
334	8063	Shankill, . .	Lodge Mill, . day.		–	E.C.	Pres.	101	78	179	59	45	104	75
			Do. . . evg.		–	–	–	57	46	103	30	20	50	31
335	8066	Do. . .	Springfield, . day,		–	Pres.	E.C.	153	99	252	81	58	139	84
			Do. . . evg.		–	–	–	25	30	55	15	19	34	28
336	8069	Do. . .	Nelson-street, f.		Pres.	–	Pres.	–	192	192	–	90	90	48
337	8079	Magheragall, .	Mullaghcarton, .		–	E.C.	E.C.	36	27	63	26	17	43	26
338	8087	Ahoghill, . .	Teeshan, . .	v.c.	–	Pres.	Pres.	72	56	128	35	35	70	40
339	8093	Do. . .	Ahoghill, . i.		E.C.	–	Pres.	80	106	186	46	50	96	50
340	8113	Duneane, . .	Duneane, parochial,		E.C.	–	E.C.	98	60	158	46	25	71	30
341	8121	Shankill, . .	Nelson-st., m. day.		Pres.	–	Pres.	199	–	199	100	–	100	61
			Do., . . . evg.		–	–	–	79	40	119	49	17	66	41
342	8130	Tickmacreevan,	Glenarm, . i.		–	E.C.	E.C.	56	48	104	38	30	68	46
343	8149	Culfeightrin, .	Culranny, . .		R.C.	–	R.C.	47	33	80	34	18	52	24
344	8186	Shankill, . .	Stanhope-street, f.		Pres.	–	Pres.	–	189	189	–	108	108	58
345	8201	Ballyclug, .	Harryville, No. 2, f.		Pres.	–	Pres.	–	134	134	–	82	82	60
346	8229	Shankill, . .	Conway-st. f. day,		Pres.	–	Pres.	–	303	303	–	145	145	74
			Do. . . evg.		–	–	–	–	141	141	–	60	60	26
347	8253	Do. . .	Linen Hall-st., day,		Pres.	–	Pres.	134	94	228	79	54	133	82
			Do. . . evg.		–	–	–	39	19	58	24	16	40	25
348	8270	Duneane, .	Culnafay, . .		–	E.C.	Pres.	56	47	103	29	31	60	29
349	8278	Finvoy, .	Eden, . . .		Pres.	–	E.C.	80	45	125	49	32	81	40
350	8310	Killead, .	Diamond, . .		–	Pres.	Pres.	33	26	59	25	21	46	26
351	8365	Blaris, .	Market-sq., m. day,		Pres.	–	Pres.	109	–	109	71	–	71	58
			Do. . . evg.		–	–	–	59	–	59	28	–	28	16
352	8366	Do. . .	Do. . f. day,		Pres.	–	Pres.	–	71	71	–	44	44	35
			Do. . . evg.		–	–	–	–	37	37	–	20	20	14
353	8367	Armoy, . .	Mullaghduff, .		Pres.	–	Pres.	52	39	91	29	23	52	23
354	8368	Carrickfergus, .	Mount Pleasant, day,		–	Pres.	Pres.	102	73	175	62	46	108	63
			Do. . . evg.		–	–	–	52	49	101	20	24	44	17
355	8388	Shankill, . .	Earl-street, . f.		–	R.C.	R.C.	–	194	194	–	97	97	61
356	8389	Do. . .	Do. . . i.		–	R.C.	R.C.	125	124	249	67	69	136	89
357	8417	Connor, . .	Slaght, . .		Pres.	–	Pres.	70	55	125	49	35	84	55
358	8486	Killead, . .	Killead, . .		Pres.	–	Pres.	62	43	105	39	28	67	37
359	8507	Kirkinriola, .	Castle-street, .		Pres.	–	Diss.	69	41	110	34	30	64	60
360	8515	Derryaghy, .	Stoneyford, . .		–	Pres.	E.C.	69	79	148	47	49	96	64
361	8516	Shankill, . .	Legoneil, No. 2, .		Diss.	–	Diss.	95	108	203	51	58	109	70
362	8549	Do. . .	Seamen's Friend Society, . i.		–	Pres.	Pres.	110	108	218	50	49	99	60
363	8550	Antrim, . .	Main-street, .		Pres.	–	Pres.	67	49	116	44	29	73	45
364	8566	Ballynure, .	Straid, . m.		Diss.	–	Diss.	69	–	69	44	–	44	30
365	8575	Ballintoy, .	Prolisk, . .		Diss.	–	Diss.	86	57	143	40	28	68	32
366	8582	Ballycor, .	Ballyboley, . .		Diss.	–	Pres.	40	40	80	32	37	69	39
367	8583	Finvoy, . .	Carrowreagh, .		Pres	–	Pres.	56	43	99	31	26	57	30
368	8584	Shankill, . .	Old Lodge-road, m.		Pres.	–	Pres.	237	–	237	83	–	83	56
369	8585	Do. . .	Do. . . f.		Pres.	–	Pres.	–	156	156	–	79	79	59
370	8586	Do. . .	Do. . . i.		Pres.	–	Pres.	101	99	200	43	40	83	62
371	8605	Kirkinriola, .	Ballymena, . m.		R.C.	–	R.C.	116	–	116	69	–	69	40
372	8606	Do. . .	Do. . . f.		R.C.	–	R.C.	–	121	121	–	67	67	41
373	8612	Shankill, . .	Campbell's-row, day,		–	Diss.	Pres.	159	243	402	76	120	196	127
			Do. . . evg.		–	–	–	35	147	182	22	73	95	42
374	8618	Derryaghy, .	Ballymacward, .		–	R.C.	R.C.	45	71	116	27	47	74	34
375	8632	Shankill, . .	Blackstaff, . .		Pres.	–	Pres.	116	90	206	65	59	124	79
376	8633	Belfast, . .	Charlotte-street, .		Pres	–	Pres.	117	96	213	61	50	111	57
377	8634	Shankill, . .	Dominick-street, .		Pres.	–	Pres.	132	89	221	88	66	154	69
378	8711	Do. . .	York-st., No. 1, m.		Diss.	–	Diss.	186	–	186	91	–	91	50
379	8712	Do. . .	Do. . . f.		Diss.	–	Diss.	–	136	136	–	83	83	51

[a] Residence free.

1863.—Province of Ulster : County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
43	35	12	4	–	94	8·3	0 10 9	—	—	17 5 0	2 19 1	—	2 19 1
17	11	21	10	4	63	8·5	1 9 11	1 10 0	—	23 5 0	3 0 10	—	3 0 10
17	11	19	16	17	80	9·4	5 1 10	1 17 6	—	52 15 0	7 10 9	—	7 10 9
11	9	9	13	8	50	9·	1 1 9	—	—	14 5 0	2 5 1	—	2 5 1
25	20	4	8	–	57	10·	0 10 3	—	—	23 18 4	2 0 9	—	2 0 9
38	4	8	4	1	55	6·4	1 0 9	0 19 0	—	22 1 8	1 4 6	—	1 4 6
21	21	28	19	12	101	10·5	2 4 2	—	—	38 0 0	—	—	—
46	41	21	13	2	123	7·2	3 16 0	—	—	98 0 0	13 13 6 4 11 9	—	13 13 6 4 11 9
–	–	32	54	–	86	16·							
69	45	28	20	16	178	8·	2 13 9	0 19 0	—	97 13 4	32 7 6	12 0 0	44 7 6
5	2	2	24	5	38	14·2	—	—	—	—	5 2 6	—	5 2 6
65	26	11	2	–	104	7·	0 10 6	—	—	53 3 4	9 4 0	—	9 4 0
17	8	12	4	4	45	10·2	—	—	—	24 0 0	5 12 6	—	5 12 6
40	33	12	6	9	100	8·5	1 1 4	1 10 0	—	34 18 4	10 0 11	—	10 0 11
89	16	–	–	–	105	5·5	—	—	1 0 0	27 11 8	2 17 9	6 0 0	8 17 9
30	13	9	15	8	75	9·4	0 16 4	—	—	15 0 0	2 3 0	7 0 0	[a]9 3 0
64	43	21	15	2	145	7·5	1 6 8	—	1 0 0	68 14 2	12 16 7 5 6 8	—	12 16 7 5 6 8
14	23	36	46	–	119	15·5							
55	22	–	–	–	77	5·	—	—	—	35 6 8	6 6 2	10 0 0	16 6 2
23	17	8	6	–	54	10·2	1 7 9	—	—	21 0 0	2 12 6	—	2 12 6
43	28	33	14	9	127	10·8	5 2 3	5 10 0	5 10 0	57 18 4	12 16 6	4 0 0	16 16 6
32	23	20	12	6	93	8·2	0 5 6	—	—	25 15 0	6 2 1	6 5 6	12 7 7
106	59	5	6	7	183	7·8	3 2 1	—	5 0 0	71 1 8	17 4 5 4 13 5	—	17 4 5 4 13 5
8	15	23	57	–	103	16·3							
46	49	30	28	–	153	8·1	4 16 1	—	—	84 6 8	23 6 0 3 7 9	—	23 6 0 3 7 9
–	5	–	34	–	39	15·6							
45	13	10	7	–	75	7·3	0 10 11	1 10 0	—	18 10 0	4 12 0	—	4 12 0
37	24	16	6	3	86	9·1	1 17 3	1 10 0	—	18 0 0	3 16 0	—	3 16 0
12	17	7	7	6	49	8·5	—	1 10 0	—	17 5 0	6 0 0	2 0 0	8 0 0
26	22	30	12	10	100	9·	2 18 0	5 17 6	1 0 0	64 16 8	36 7 11 6 10 0	—	36 7 11 6 10 0
–	–	19	28	–	47	18·							
13	11	11	11	8	54	9·	2 6 9	5 10 0	10 0 0	44 13 4	21 9 0 3 3 3	—	21 9 0 3 3 3
–	–	10	23	–	33	16·3							
27	18	12	4	–	61	8·6	0 5 0	1 10 0	—	18 0 0	2 3 0	—	2 3 0
57	32	16	15	–	120	7·8	3 5 1	1 17 6	—	39 13 4	11 11 11 2 3 5	—	11 11 11 2 3 5
–	–	21	27	5	53	15·2							
26	54	20	11	13	124	10·2	4 0 5	2 16 6	8 0 0	63 5 0	8 14 6	—	8 14 6
118	26	–	–	–	144	5·6	—	2 5 0	2 10 0	62 18 4	7 19 1	—	7 19 1
29	34	14	20	10	107	9·1	1 13 6	1 17 6	—	40 15 0	12 0 11	—	12 0 11
17	9	12	18	15	71	9·3	1 2 3	—	—	48 11 8	3 0 0	—	3 0 0
14	10	13	20	13	70	8·5	0 13 0	—	1 0 0	45 0 0	12 0 0	—	[a]12 0 0
32	20	22	22	15	111	8·7	3 2 4	0 19 0	—	53 15 0	10 9 9	3 0 0	13 9 9
87	18	17	2	–	124	8·2	1 13 11	3 16 1	—	63 6 8	18 4 3	—	18 4 3
100	12	–	–	–	112	5·	2 10 0	—	8 0 0	57 1 8	11 16 7	5 0 0	16 16 7
28	19	19	10	15	91	8·8	1 19 4	—	—	41 13 4	10 3 10	—	10 3 10
12	11	18	6	5	52	9·6	2 2 8	—	1 0 0	18 0 0	4 7 9	—	4 7 9
36	28	13	7	–	84	11·6	2 11 8	—	—	15 0 0	3 7 3	2 0 0	5 7 3
29	14	23	11	3	80	8·3	2 1 0	—	—	16 0 0	4 2 0	—	4 2 0
35	15	9	10	1	70	9·	2 2 1	—	—	33 6 8	2 5 10	5 0 0	7 5 10
60	53	20	8	–	141	9·	3 9 6	—	1 10 0	53 15 0	15 7 1	—	15 7 1
39	35	18	10	–	102	8·5	0 17 3	—	6 0 0	44 8 4	12 3 10	—	12 3 10
118	–	–	–	–	118	4·3	—	—	1 10 0	35 8 4	9 10 3	—	9 10 3
31	21	23	11	2	88	7·	1 5 7	—	—	22 16 8	1 18 6	—	1 18 6
36	16	13	8	3	76	8·	0 11 9	0 19 0	3 0 0	33 12 9	5 13 2	—	5 13 2
140	62	41	13	–	256	9·2	2 17 3	—	3 0 0	87 8 4	16 10 8 5 15 10	25 0 0	41 10 8 5 15 10
6	32	30	33	–	101	15·7							
34	26	19	18	8	105	9·9	2 3 6	—	—	21 5 0	4 0 0	—	4 0 0
75	71	16	9	–	171	8·5	0 18 4	—	—	41 16 8	16 18 11	—	16 18 11
75	33	17	4	–	129	7·9	1 1 0	—	—	43 11 8	10 1 0	—	10 1 0
109	40	20	9	–	178	9·	1 3 3	—	—	38 3 4	8 1 8	—	8 1 8
40	23	17	21	–	101	8·1	1 10 1	—	8 0 0	48 15 10	12 1 1	1 5 0	13 6 1
38	15	12	3	–	68	7·2	5 19 7	—	—	34 6 0	9 15 11	1 5 0	11 0 11

[b] Number of distinct pupils on rolls, taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
380	8720	Belfast, . .	Alexander-st., East,		Diss.	–	Diss.	73	57	130	39	35	74	37
381	8721	Shankill, . .	Brown-st., m. day,		Pres.	–	Pres.	616	–	616	384	–	384	240
			Do. . . evg.		–	–		430	–	430	255	–	255	144
382	8722	Do. . .	Do. . f. day,		Pres.	–	Pres.	–	437	437	–	228	228	112
			Do. . . evg.		–	–	–	–	367	367	–	191	191	105
383	8723	Do. . .	Do. . . i.		Pres.	–	Pres.	183	212	395	94	100	194	101
384	8724	Do. . .	Fall's-road. . .		Diss.	–	Diss.	125	170	295	53	80	133	73
385	8725	Belfast, . .	York-st., No. 2, m.		Pres.	–	Pres.	94	–	94	64	–	64	48
386	8726	Do. . .	Green-street, .		Pres.	–	Pres.	71	58	129	49	42	91	44
387	8739	Do. . .	York-st., No. 2, f.		Pres.	–	Pres.	–	102	102	–	68	68	48
388	8777	Shankill, . .	Frederick-st.,m.day,		Diss.	–	Diss.	193	–	193	115	–	115	75
			Do. . . evg.		–	–	–	127	81	208	49	32	81	43
389	8778	Do. . .	Do. . . f.		Diss.	–	Pres.	–	105	105	–	60	60	33
390	8787	Killagan, . .	Drumadoon, f.		–	E.C.	E.C.	–	48	48	–	24	24	14
391	8802	Aghalee, . .	Aghalee, . .		Diss.	–	Pres.	68	47	115	44	29	73	48
392	8803	Loughguile, .	Corkey, . .		–	R.C.	R.C.	51	40	91	26	20	46	19
393	8804	Shankill, . .	Wolfhill Mill, day.		–	Pres.	Pres.	114	119	233	77	77	154	112
			Do. . . evg.		–	–	–	73	65	138	45	38	83	45
394	8805	Belfast, . .	Smithfield, West, .		–	R.C.	R.C.	116	164	280	47	84	131	88
395	8814	Derrykeighan, .	Dervock, . .		R.C.	–	R.C.	36	33	69	27	21	48	30
396	8842	Islandmagee, .	Ballymoney, No. 2,		Diss.	–	Diss.	43	24	67	30	14	44	27
397	8873	Shankill, . .	Queen-street, f.		Pres.	–	Pres.	–	140	140	–	77	77	52
398	8895	Do. . .	Duncairn, . m.		Pres.	–	Pres.	218	–	218	97	–	97	61
399	8896	Do. . .	Do. . . f.		Pres.	–	Pres.	–	113	113	–	72	72	52
400	8900	Do. . .	George-street, .		Pres.	–	Pres.	58	112	170	26	56	82	54
401	8915	Billy, . .	Moycraig, . .		–	Pres.	Pres.	92	60	152	48	35	83	43
402	8934	Ramoan, . .	Ballycastle, . f.		R.C.	–	R.C.	–	96	96	–	68	68	39
403	8962	Drumaul, .	Groggan, . .		Pres.	–	Pres.	45	32	77	20	23	43	24
404	8967	Billy, . .	Mosside, . m.		Pres.	–	Pres.	71	–	71	48	–	48	27
405	8977	Shankill, . .	Duncairn, . i.		Pres.	–	Pres.	87	91	178	41	49	90	53
406	8997	Do. . .	Stanhope-street, i.		Pres.	–	Pres.	88	82	170	44	37	81	42
407	8998	Tullynisk, .	Budore, . .		Pres.	–	Pres.	22	23	45	19	20	39	23
408	9017	Shankill, .	Frederick-st., No. 2,		–	Pres.	Pres.	62	110	172	33	70	103	60
409	9018	Do. . .	Hemsworth-st., m.		Pres.	–	Pres.	194	–	194	99	–	99	65
410	9019	Do. . .	Do. . . f.		Pres.	–	Pres.	–	240	240	–	101	101	65
411	9020	Do. . .	Do. . . i.		Pres.	–	Pres.	130	155	285	62	68	130	82
412	9021	Do. . .	Christopher-st., day,		–	Diss.	Pres.	123	129	252	70	68	138	72
			Do. . . evg.		–	–	–	100	58	158	45	27	72	52
413	9022	Do. . .	Rosemary-st.,m.day,		–	Pres.	Pres.	175	–	175	100	–	100	[b]61
			Do. . . evg.		–	–	–	105	–	105	70	–	70	35
414	9023	Do. . .	Do. . f. day,		–	Pres.	Pres.	–	109	109	–	71	71	45
			Do. . . evg.		–	–	–	–	46	46	–	46	46	25
415	9024	Do. . .	Hutchinson-street,		Diss.	–	Diss.	56	70	126	42	50	92	46
416	9033	Ballymoney, .	Ballymoney, f.		R.C.	–	R.C.	–	68	68	–	54	54	33
417	9042	Shankill, . .	Eliza-street, .		Diss.	–	Diss.	101	72	173	58	37	95	42
418	9059	Portglenone, .	Connaughtligger, .		Pres.	–	Pres.	53	41	94	37	25	62	38
419	9062	Skerry, . .	Braid, . .		R.C.	–	R.C.	88	63	151	62	51	113	46
420	9063	Ballylinny, .	Mossley, . day,		–	Diss.	Pres.	85	71	156	59	49	108	89
			Do. . . evg.		–	–	–	108	68	176	60	40	100	59
421	9074	Shankill, .	Linfield, . day,		Pres.	–	Pres.	197	148	345	118	96	214	134
			Do. . . evg.		–	–	–	49	30	79	44	28	72	29
422	9075	Duneane, . .	Staffordstown, .		Pres.	–	E.C.	45	31	76	32	18	50	31
423	9082	Ballymoney, .	Wesley-place, .		Diss.	–	Diss.	73	71	144	47	41	88	52
424	9105	Donegore, .	Park-gate, . .		Pres.	–	Pres.	57	14	71	46	7	53	33
425	9124	Shankill, . .	North Thomas-st., i.		Pres.	–	Pres.	75	94	169	45	58	103	57
426	9125	Do. . .	Lower Kent-street,		–	Pres.	Pres.	53	73	126	28	43	71	52
427	9126	Do. . .	Crumlin-rd. No. 2, f.		R.C.	–	R.C.	–	49	49	–	41	41	39
428	9148	Carrickfergus, .	Sulla Tober, .		Pres.	–	Pres.	46	53	99	33	39	72	48
429	9164	Shankill, . .	Rosemary-street, i.		–	Pres.	Pres.	54	79	133	28	44	72	35
430	9165	Do. . .	Welsh-street, .		Pres.	–	Pres.	99	82	181	69	58	127	77
			Do. . . evg.		–	–	–	37	28	65	35	23	58	29
431	9166	Do. . .	Do. . . i.		Pres.	–	Pres.	85	105	190	53	70	123	76
432	9167	Rathlin, . .	Rathlin Island, f.		–	E.C.	E.C.	–	43	43	–	33	33	18

[a] Residence free.

1863.—Province of Ulster: County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
45	17	3	8	–	73	7·6	2 5 6	--	—	14 0 0	7 5 3	—	7 5 3	
150	220	54	12	10	446	9·1	12 12 3	3 17 4	11 0 0	208 0 0	44 5 7	—	44 5 7	
30	79	62	80	56	307	14·					21 14 1	—	21 14 1	
117	132	28	3	–	280	8·2	1 13 10	—	—	91 18 4	21 2 10	—	21 2 10	
26	61	61	107	–	255	11·3					—	—	—	
192	56	–	–	–	248	5·3	0 12 11	—	—	70 6 8	19 4 6	—	19 4 6	
93	32	16	9	–	150	8·	1 16 6	—	1 0 0	37 3 4	14 7 0	—	14 7 0	
11	16	26	12	1	66	8·6	4 17 6	0 19 0	—	28 5 0	31 7 8	—	31 7 8	
62	11	2	–	–	75	7·5	—	—	—	37 19 11	8 0 2	—	8 0 2	
20	20	14	10	9	73	8·1	—	—	1 0 0	41 10 0	30 10 0	—	30 10 0	
40	32	27	26	23	148	9·4	7 7 2	—	—	62 0 0	28 14 0	—	28 14 0	
16	37	44	27	–	124	13·8					8 5 9	—	8 5 9	
36	17	10	6	9	78	9·5	1 3 6	—	4 0 0	29 3 4	10 17 4	—	10 17 4	
14	8	5	6	2	35	9·2	--	—	—	14 0 0	2 12 9	—	2 12 9	
40	15	13	8	7	83	9·	3 6 9	—	—	24 0 0	12 3 3	3 0 0	15 3 3	
35	11	9	2	1	58	9·5	0 13 9	—	—	15 0 0	0 11 6	—	0 11 6	
88	53	19	10	2	172	7·7	8 3 4	5 0 0	—	59 13 4	20 1 9	32 0 0	52 1 9	
–	67	20	42	–	129	20·5					8 4 7	—	8 4 7	
108	37	14	8	–	167	5·9	—	—	—	32 6 8	17 14 8	—	17 14 8	
25	13	3	3	–	44	7·7	1 4 6	—	1 0 0	20 10 0	1 17 0	2 0 0	3 17 0	
12	5	21	9	–	47	8·4	0 10 5	—	—	15 0 0	3 12 0	—	[b]3 12 0	
30	33	14	17	–	94	7·5	1 0 0	—	—	29 4 2	9 4 6	—	9 4 6	
22	45	20	23	–	110	8·6	2 6 9	—	3 0 0	61 8 4	17 2 10	—	17 2 10	
12	24	14	12	14	76	9·7	2 19 4	—	8 6 8	55 8 4	14 13 5	—	14 13 5	
48	38	11	14	2	113	7·	2 13 2	—	1 0 0	48 3 4	15 6 6	—	15 6 6	
50	30	16	7	–	103	9·1	1 9 1	—	—	15 0 0	8 17 1	—	8 17 1	
44	19	4	8	–	75	9·3	1 15 1	—	—	14 0 0	15 0 0	—	15 0 0	
27	16	9	10	–	62	8·	1 11 7	—	—	15 0 0	1 3 10	—	1 3 10	
15	14	17	3	–	49	9·5	1 16 9	—	—	17 5 0	3 3 0	—	3 3 0	
52	39	–	–	–	91	5·	—	—	—	55 5 0	11 0 2	—	11 0 2	
110	–	–	–	–	110	4·9	2 10 4	1 14 9	—	22 3 4	9 9 9	—	9 9 9	
6	9	8	10	–	33	9·2	1 5 10	—	—	15 0 0	6 7 1	—	6 7 1	
31	37	25	21	9	123	9·2	2 0 0	—	—	65 11 8	14 4 9	—	14 4 9	
32	38	24	17	1	112	9·	0 17 7	—	—	48 15 0	13 16 1	—	13 16 1	
36	43	26	17	–	122	8·3	0 16 1	2 14 6	—	46 15 0	12 4 0	—	12 4 0	
128	–	–	–	–	128	5·3	5 9 6	2 6 6	—	49 10 0	12 15 5	—	12 15 5	
80	31	31	2	–	144	7·7	2 17 0	9 10 0	3 0 0	58 1 8	13 6 0	—	13 6 0	
–	–	–	74	–	74	14·6					4 16 3	—	4 16 3	
–	55	7	16	19	97	9·5	—	4 19 0	—	34 6 8	25 3 8	—	25 3 8	
–	–	–	–	–	–	–					5 0 0	—	5 0 0	
29	33	19	16	–	97	9·5	2 0 10	4 0 0	—	28 8 4	8 18 8	5 0 0	13 18 8	
4	10	15	17	–	46	12·					3 18 0	—	3 18 0	
58	10	10	–	–	78	7·5	—	—	—	18 13 4	6 14 2	—	6 14 2	
36	11	3	–	–	50	8·4	0 14 4	4 10 0	—	20 1 8	0 8 10	—	0 8 10	
68	30	9	8	–	115	9·8	3 0 0	5 0 0	—	36 0 0	7 17 8	12 0 0	19 17 8	
29	29	11	7	–	76	8·4	1 2 4	4 0 0	—	11 5 0	5 1 0	—	5 1 0	
89	19	17	20	6	151	10·	0 10 10	4 10 0	—	12 10 0	10 0 0	1 0 0	11 0 0	
36	39	33	18	9	135	8·1	6 0 8	9 0 0	—	49 3 4	19 6 11	10 0 0	29 6 11	
–	30	30	44	–	104	16·					13 11 10	—	13 11 10	
128	76	48	17	–	269	7·9	6 7 6	5 0 0	—	49 11 8	29 0 4	—	29 0 4	
–	32	–	47	–	79	15·					5 10 11	—	5 10 11	
15	16	8	10	10	59	9·	1 19 2	4 19 0	—	18 13 4	6 8 2	—	6 8 2	
28	6	5	5	–	44	9·	0 10 8	5 0 0	—	11 5 0	10 0 0	11 0 0	[b]21 0 0	
12	12	10	11	15	60	10·	4 6 1	4 0 0	—	21 6 8	14 3 6	—	14 3 6	
88	35	–	–	–	123	5·5	0 16 10	5 0 0	—	14 13 4	7 10 3	—	7 10 3	
51	–	–	–	–	51	5·8	—	4 10 0	—	8 3 4	2 11 9	—	2 11 9	
15	9	14	6	–	44	10·2	1 8 9	4 0 0	—	11 13 4	0 17 1	—	0 17 1	
50	18	6	7	–	81	9·4	1 5 10	4 0 0	—	15 0 0	9 0 0	—	9 0 0	
65	17	7	–	–	89	5·8	1 19 11	4 10 0	—	15 0 0	4 10 3	3 0 0	7 10 3	
–	101	39	24	–	164	9·6	—	9 0 0	—	31 5 0	14 5 7	—	14 5 7	
–	–	–	65	–	65	16·7					1 11 6	—	1 11 6	
146	13	–	–	–	159	4·6	—	4 0 0	—	16 5 0	7 16 0	—	7 16 0	
14	12	8	9	–	43	9·	1 7 6	4 0 0	—	2 6 8	0 4 7	—	0 4 7	

[b] Attendance and fees taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
433	9173	Shankill, . .	Malvern-street, m.		R.C.	–	R.C.	263	–	263	179	–	179	91
434	9174	Do. . .	Do. . . f.		R.C.	–	R.C.	–	160	160	–	114	114	60
435	9223	Do. . .	Winetavern-street,		Pres.	–	Pres.	61	60	121	61	60	121	67
436	9233	Do. . .	Smithfield West, m.		–	R.C.	R.C.	78	–	78	65	–	65	48
437	9234	Carrickfergus, .	Front Quarter, .		Diss.	–	Pres.	98	47	145	89	52	141	104
438	9246	Armoy, . .	Armoy, . m.		–	Pres.	Pres.	58	–	58	48	–	48	41
			Total of Ordinary Schools, 438, .					37,277	29,647	66,924	21,384	17,149	38,533	21,962
		MODEL, AGRICULTURAL, CONVENT, MARITIME, AND POOR LAW UNION SCHOOLS.												
1	5621	Ahoghill, . .	Ballymena District Model, m.	v.c.	–	Commrs. of National Education.	Pres.	153	–	153	76	–	76	65
2	5622	Do. . .	Do. . . f.	v.c.	–		E.C.	–	114	114	–	74	74	60
3	5623	Do. . .	Do. . . i.	v.c.	–		R.C.	50	44	94	23	22	45	32
4	6963	Shankill, . .	Belfast Dist. Mod. m. day,	v.c.	–		Pres.	1,128	–	1,128	615	–	615	533
			Do. . . evg.		–		–	226	–	226	65	–	65	45
5	6964	Do. . .	Do. . . f.	v.c.	–		R.C.	–	792	792	–	433	433	354
6	6965	Do. . .	Do. . . i.	v.c.	–		E.C.	299	259	558	176	136	312	260
7	6966	Do. . .	Do. . Maritime,	v.c.	–		R.C.	92	–	92	30	–	30	19
8	6967	Do. . .	Do. 1st Class Agr.	v.c.	–		Pres.	9	–	9	4	–	4	4
9	7753	Carrickfergus, .	Carrickfergus Minor Model, . m.	v.c.	–		Pres.	122	–	122	81	–	81	72
10	7754	Do. . .	Do. . . f.	v.c.	–		E.C.	–	97	97	–	57	57	48
11	7755	Do. . .	Do. . . i.	v.c.	–		R.C.	77	63	140	47	41	88	74
12	6737	Ballymoney, .	Ballymoney do. m.	v.c.	–		Pres.	110	–	110	74	–	74	59
13	6738	Do. . .	Do. . . f.	v.c.	–		R.C.	–	125	125	–	75	75	61
14	6739	Do. . .	Do. . . i.	v.c.	–		E.C.	43	56	99	28	28	56	43
15	2454	Larne, . .	Larne 1st Class Agr.	v.t.	Pres.	–	Pres.	182	–	182	116	–	116	66
16	6081	Templecorran, .	Ballycarry do. .		E.C.	–	E.C.	74	–	74	63	–	63	40
17	2551	Dunluce, . .	Ballytibbert Ordinary Agricultural,		Pres.	–	Pres.	70	42	112	46	26	72	41
18	7059	Shankill, . .	Crumlin-road Convent, . day,		–	R.C.	R.C.	273	910	1,183	117	467	584	306
			Do. . . evg.		–	–	–	–	252	252	–	130	130	78
19	8056	Do. . .	Hamilton-st. Convent, . .		–	R.C.	R.C.	74	398	472	35	190	225	163
20	3048	Do. . .	Belfast Workhouse,		–	Poor Law Guardians.	Pres.	349	251	600	190	132	322	228
							Pres.							
21	3652	Ramoan, . .	Ballycastle, do. .		–		Pres.	47	47	94	30	33	63	51
22	3653	Larne, . .	Larne, do. .		–		Pres.	113	88	201	68	43	111	97
							E.C.							
23	3680	Ballymoney, .	Ballymoney, do. .		–		Pres.	55	68	123	34	43	77	69
							E.C.							
24	3843	Kirkinriola, .	Ballymena, do. .		–		Pres.	202	249	451	150	170	320	227
							Pres.							
25	6314	Antrim, . .	Antrim, do. .		–		Pres.	125	141	266	71	78	149	126
							E.C.							
26	8781	Lisburn, . .	Lisburn, do. .		–		Pres.	117	112	229	81	69	150	94
							F.C.							
			Total of Special Schools, 26, .					3,990	4,108	8,098	2,220	2,247	4,467	3,315
			Grand Total for Co. Antrim, 464,					41,267	33,755	75,022	23,604	19,396	43,000	25,277

* Residence free.

1863.—Province of Ulster: County of Antrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
125	73	26	17	–	241	7·5	—	4 10 0	—	10 10 0	12 6 10	—	12 6 10
83	35	18	11	–	147	8·1	—	6 0 0	—	6 8 4	6 11 4	—	6 11 4
88	24	9	–	–	121	6·9	—	5 0 0	—	—	3 2 6	—	3 2 6
29	28	6	15	–	78	8·8	—	4 0 0	—	—	3 2 6	—	3 2 6
69	39	24	9	4	145	8·2	—	6 0 0	—	—	2 6 7	—	2 6 7
20	12	7	8	11	58	10·1	—	—	—	—	—	—	—
16,483	11,931	7,430	7,023	2,740	45,607		758 19 5	433 19 0	483 13 4	16,312 15 11	4,065 18 9	704 19 8	4,770 18 5
–	6	18	22	50	96	11·8	20 13 6	6 10 7	—	619 13 0	58 16 10	—	58 16 10
–	17	18	13	41	89	12·5	—	—	—				
39	17	–	–	–	56	6·	—	2 15 4	—				
–	286	175	170	118	749	11·1	142 15 10	19 16 6	—	3,118 16 11	660 11 10	—	660 11 10
–	–	26	28	39	93	16·7							
–	130	153	129	133	545	12·3	—	5 11 4	—				
179	181	21	–	–	381	5·6	1 7 11	—	—				
–	–	–	–	45	45	22·	—	—	—				
–	–	–	–	4	4	18·	—	1 19 0	—				
–	11	16	22	37	86	12·1	14 5 10	21 3 3	—	531 0 0	117 13 0	—	117 13 0
–	–	22	23	16	61	15·7	—	—	—				
52	22	29	–	–	103	6·3	—	—	—				
–	22	14	11	41	88	12·2	11 4 6	13 0 11	—	466 8 8	57 7 8	—	57 7 8
–	28	16	22	27	93	11·6	9 4 0	9 8 4	—				
39	19	–	–	–	58	5·8	—	—	—				
21	36	40	21	23	141	10·6	3 9 1	5 0 0	—	87 1 8	14 3 0	7 10 0	[a]21 13 0
11	13	10	11	16	61	10·5	—	—	2 0 0	49 0 0	3 11 2	17 0 0	20 11 2
24	30	10	9	6	79	15·8	1 10 5	1 10 0	—	24 0 0	7 4 2	—	[a]7 4 2
339	135	131	47	18	670	9·	29 12 11	16 14 4	12 0 0	144 14 0	64 3 8	—	64 3 8
20	55	37	18	21	151	19·					6 5 0	—	6 5 0
214	55	30	21	13	333	8·1	5 15 3	—	5 0 0	76 12 1	20 2 9	—	20 2 9
194	63	59	40	–	356	13·6	6 12 1	—	5 10 0	—	—	—	—
49	9	5	3	–	66	7·8	3 11 11	—	5 0 0	—	—	—	—
66	22	13	11	8	120	8·3	6 10 1	—	16 10 0	—	—	—	—
58	17	6	7	–	88	8·7	4 17 9	1 17 6	10 10 0	—	—	—	—
211	56	23	21	5	316	8·6	4 7 0	—	12 0 0	—	—	—	—
102	27	18	20	4	171	8·2	2 10 9	—	11 0 0	—	—	—	—
102	39	15	11	7	174	9·2	2 14 11	—	—	—	—	—	—
1,720	1,296	905	689	672	5,273		271 3 9	105 7 1	79 10 0	5,117 6 4	1,009 19 1	24 10 0	1,034 9 1
18,203	13,227	8,335	7,703	3,412	50,880		1,030 3 2	539 6 1	563 3 4	21,430 2 3	5,075 17 10	729 9 8	5,805 7 6

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	101	Armagh City, .	Armagh, . m.	V.T.	R.C.	–	R.C.	194	–	194	95	–	95	59
2	102	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	338	338	–	212	212	100
3	105	Grange, . .	Blundell'sGrange,m.		–	E.C.	R.C.	94	–	94	65	–	65	38
4	106	Do. . .	Do. . . f.		–	E.C.	R.C.	–	83	83	–	56	56	33
5	108	Creggan, Lower,	Dorsy, . .		R.C.	–	R.C.	91	63	154	60	45	105	50
6	110	Drumcree, .	Richmount, day,		–	E.C.	Pres.	54	38	92	34	22	56	32
			Do. . . evg.		–	–	–	54	4	58	25	4	29	22
7	112	Killevy, . .	Cloghoge, . .		R.C.	–	R.C.	141	–	141	104	–	104	60
8	115	Do. Lower, .	Lislea, . .	B.	R.C.	–	R.C.	197	–	197	121	–	121	62
9	116	Do. . .	Lissummon, .		R.C.	–	R.C.	132	129	261	84	81	165	72
10	121	Kilmore, . .	Ballinahinch, m.		Pres.	–	Diss.	115	–	115	83	–	83	44
11	122	Do. . .	Do. . . f.		Pres.	–	Pres.	–	86	86	–	73	73	28
12	123	Lisnadill, .	Foley, . .		–	E.C.	R.C.	141	98	239	70	49	119	53
13	127	Shankill, . .	Tannaghmore, .		–	E.C.	Pres.	35	32	67	22	18	40	24
14	384	Clonfeacle, .	Blackwatertown, .		R.C.	–	R.C.	102	–	102	74	–	74	39
15	1107	Newtownhamilton	Mullaghduff, m.		Pres.	–	Pres.	106	–	106	74	–	74	37
16	1108	Do. . .	Tullyvallan, .		Pres.	–	R.C.	98	61	159	70	44	114	59
17	1229	Forkhill, . .	Meighfoner, .	V.T.	R.C.	–	R.C.	98	89	187	62	59	121	42
18	1354	Killevy, Lower, .	Camlough, m. day,	V.T.	R.C.	–	R.C.	105	–	105	58	–	58	29
			Do. . . evg.		–	–	–	65	–	65	46	–	46	29
19	1478	Mullaghbrack, .	Markethill, . m.	V.T.	–	Pres.	Pres.	147	–	147	94	–	94	56
20	1747	Seagoe, . .	Aghacommon, .		R.C.	–	R.C.	177	–	177	91	–	91	51
			Do. . . evg.		–	–	–	95	–	95	56	–	56	30
21	1897	Shankill, . .	Dougher, . m.	B.	R.C.	–	R.C.	291	–	291	141	–	141	76
22	1898	Drumcree, .	Breagh, . .		–	E.C.	E.C.	38	33	71	29	22	51	25
23	1922	Forkhill, . .	Aughanduff, . .		Pres.	–	R.C.	50	21	71	32	16	48	41
24	2433	Drumcree, .	Maghon, . day,		–	E.C.	E.C.	53	38	91	42	28	70	37
			Do. . . evg.		–	–	–	48	16	64	31	11	42	28
25	2702	Killevy, Lower, .	Camlough, f. day,	V.T.	R.C.	–	R.C.	–	101	101	–	75	75	40
			Do. . . evg.		–	–	–	–	86	86	–	51	51	22
26	2773	Keady, . .	Keady, . m.	V.T.B.	Pres.	–	Pres.	72	–	72	40	–	40	29
27	2837	Tartaraghan, .	Maghery, . .	V.T.	R.C.	–	R.C.	58	47	105	50	43	93	48
28	2848	Lisnadill, .	Drumgaw, . .	V.T.	–	Pres.	E.C.	108	112	220	73	73	146	55
29	2860	Loughgall, .	Waste Lands, .	V.T	–	E.C.	Pres.	84	77	161	53	47	100	51
30	2868	Keady, . .	Keady, . .	V.T.B.	Pres.	–	Pres.	–	87	87	–	53	53	39
31	2904	Loughgall, .	Aughanlig, . .	V.T.	R.C.	–	R.C.	71	45	116	34	26	60	37
32	3093	Newtownhamilton	Cortamlet, . .		Pres.	–	Pres.	123	95	218	80	59	139	59
33	3156	Ballymore, .	Old Clare, m. day,		Pres.	–	Pres.	137	–	137	82	–	82	40
			Do. . . evg.		–	–	–	51	19	70	25	7	32	21
34	3174	Mullaghbrack, .	Markethill, . f.	V.T.	–	Pres.	Pres.	–	147	147	–	74	74	57
35	3285	Do. . .	Crosskeys, . .	V.T.	Pres.	–	Pres.	76	64	140	38	28	66	29
36	3460	Shankill, . .	Dougher, . f.	B.	R.C.	–	R.C.	48	276	324	23	141	164	86
37	3732	Ballymore, .	Corlust, . .		Pres.	–	Pres.	61	48	109	43	29	72	33
38	3971	Keady, . .	Aughnagurgan, .	V.T.	Pres.	–	E.C.	43	56	99	25	33	58	28
39	4021	Killevy, . .	Devernagh, . .		Pres.	–	Pres.	81	62	143	50	36	86	37
40	4022	Tynan, . .	Middletown, m.		R.C.	–	R.C.	197	–	197	113	–	113	41
41	4138	Jonesborough, .	Jonesborough, m.	V.T.	R.C.	–	R.C.	204	–	204	110	–	110	52
42	4139	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	115	115	–	95	95	42
43	4254	Seagoe, . .	Aghacommon, f.		R.C.	–	R.C.	–	130	130	–	71	71	45
			Do. . . evg.		–	–	–	–	41	41	–	41	41	38
44	4255	Mointiaghs, .	Derrytrasna, .		R.C.	–	R.C.	80	75	155	43	37	80	51
45	4272	Ballymore, .	Tamyokey, f. day,		–	E.C.	Pres.	–	100	100	–	78	78	33
			Do . . evg.		–	–	–	–	52	52	–	44	44	14
46	4286	Kilclooney, .	Cladymore, . .		Pres.	–	Pres.	55	39	94	37	24	61	28
47	4317	Armagh, . .	Grangemore, .		–	Diss.	E.C.	47	36	83	30	22	52	24
48	4324	Keady, . .	Carrickawilkin, .		Pres.	–	Pres.	55	42	97	29	27	56	28
49	4326	Killevy, . .	Drumbanagher, f.		–	E.C.	Pres.	–	87	87	–	62	62	34
50	4380	Newtownhamilton	Newtownhamilton,		R.C.	E.C.	R.C.	100	53	153	65	38	103	61
51	4405	Ballymore, .	Old Clare, . f.		Pres.	–	Pres.	–	103	103	–	67	67	33
52	4414	Creggan, Upper,	Crossmaglen, m.	V.C.	R.C.	–	R.C.	172	–	172	122	–	122	67
53	4415	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	105	105	–	85	85	37
54	4557	Kilmore, . .	Ballywilly, . .		R.C.	–	R.C.	96	43	139	59	28	87	48

[a] Residence free.

31st December, 1863.—Province of Ulster.

ARMAGH—165 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.							
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
61	30	28	13	3	135	8·3	2	0	0	—			2	0	0	48	1	8	4	16	2	—			4	16	2
104	66	40	23	9	242	8·	1	5	10	—			14	10	0	81	1	8	5	9	11	—			5	9	11
21	15	15	13	13	77	9·4	2	10	0	—			3	0	0	53	1	8	2	8	0	10	0	0	[a]12	8	0
22	19	13	9	5	68	9·	2	10	0	—			—			20	0	0	2	16	0	6	0	0	8	16	0
43	37	18	9	7	114	10·5	1	1	2	—			1	10	0	36	0	0	3	3	4	—			3	3	4
33	14	5	5	1	58	8·8	1	5	0	—			—			46	3	4	5	1	10	13	0	0	18	1	10
7	10	–	19	2	38	14·	—			—			—			—			—			—			—		
31	27	18	18	6	100	11·	0	12	8	3	18	4	—			37	11	8	2	11	6	—			[a]2	11	6
34	43	20	23	22	142	10·	2	1	3	—			2	0	0	88	0	0	10	12	5	—			10	12	5
68	39	32	26	16	181	9·5	2	12	4	—			—			49	6	8	11	1	8	—			[a]11	1	8
8	25	24	24	3	84	10·1	—			—			5	10	0	41	11	8	7	5	6	—			[a]7	5	6
25	17	19	8	–	69	8·4	0	15	2	—			—			14	0	0	2	5	4	—			[a]2	5	4
61	26	26	23	3	139	10·	1	10	0	—			1	0	0	52	11	8	3	9	6	10	0	0	[a]13	9	6
15	18	6	–	–	39	9·	1	0	0	—			—			24	0	0	6	12	6	—			6	12	6
23	20	15	15	7	80	9·	0	10	9	—			—			28	0	0	9	16	7	—			9	16	7
29	19	16	12	5	81	10·6	—			—			1	0	0	37	0	0	6	13	8	2	0	0	8	13	8
34	25	21	20	18	118	11·7	0	14	10	—			—			51	0	0	3	10	0	1	0	0	4	10	0
61	55	–	30	6	152	11·3	1	14	2	—			1	10	0	43	10	0	1	16	4	0	10	0	2	6	4
25	26	–	16	6	73	10·4	0	13	9	3	0	0	—			29	0	0	1	13	6	—			1	13	6
5	23	–	28	–	56	13·5	—			—			—			—			2	10	3	—			2	10	3
37	22	28	9	4	100	8·7	2	13	10	—			5	10	0	46	0	0	15	4	0	—			[a]15	4	0
73	32	12	8	–	125	8·3	0	15	5	—			—			44	0	0	6	2	9	1	10	0	7	12	9
10	33	–	35	–	78	15·7	—			—			—			—			0	6	7	—			0	6	7
86	36	28	14	7	171	10.2	4	2	3	—			—			56	16	8	14	18	0	4	0	0	18	18	0
26	23	15	3	1	68	10·1	1	1	7	—			—			15	15	0	4	5	5	2	0	0	[a]6	5	5
20	20	21	10	–	71	9·8	1	6	1	—			—			44	1	1	0	13	6	—			0	13	6
22	22	13	16	–	73	8·7	—			—			—			31	8	4	4	3	2	10	0	0	[a]14	3	2
	9	11	19	–	39	14·2	—			—			—			—			—			—			—		
30	21	13	8	8	80	9·	0	10	2	3	0	0	—			45	6	8	4	13	4	—			4	13	4
7	19	–	24	–	50	14·	—			—			—			—			1	5	8	—			1	5	8
12	9	12	10	7	50	9·3	0	18	9	2	3	9	—			26	3	4	8	18	3	—			8	18	3
45	36	8	9	2	100	10·2	1	17	5	—			—			15	0	0	3	13	8	—			3	13	8
49	45	25	25	6	150	8·8	3	5	11	—			—			46	1	8	—			2	0	0	2	0	0
52	25	19	13	15	124	8·5	2	10	0	—			1	0	0	46	5	0	9	4	2	10	0	0	[a]19	4	2
17	12	12	9	3	53	10·	1	0	0	—			5	0	0	48	0	0	7	14	2	—			7	14	2
27	32	10	6	5	80	9·1	0	17	8	—			—			34	0	0	6	16	4	6	0	0	[a]12	16	4
69	57	15	23	–	164	8·8	1	0	3	—			—			34	0	0	6	0	0	1	0	0	[a]7	0	0
34	25	13	15	5	92	9·1	1	11	8	—			1	10	0	42	8	4	8	4	4	9	0	0	[a]17	4	4
	19	9	14	–	42	15·9	—			—			—			—			0	16	0	—			0	16	0
52	18	14	15	7	106	8·2	2	7	11	1	17	6	—			32	19	5	8	0	0	—			8	0	0
35	32	15	3	5	90	11·5	—			—			—			17	17	6	3	0	0	0	10	0	3	10	0
91	59	23	20	12	205	8·5	1	0	0	0	19	0	4	0	0	84	14	2	12	15	6	4	0	0	16	15	6
31	30	16	10	–	87	9·	1	1	7	—			—			24	0	0	3	12	6	2	0	0	5	12	6
29	24	10	3	3	69	7·7	1	9	10	—			—			15	15	0	4	12	0	—			4	12	0
40	34	17	19	–	110	9·5	1	3	1	1	10	0	—			24	0	0	14	9	9	1	10	0	15	19	9
76	39	16	12	3	146	9·4	1	13	1	1	17	6	—			26	18	4	2	19	2	—			2	19	2
55	35	21	15	8	134	9·1	1	16	10	—			—			28	0	0	7	11	2	1	0	0	[a]8	11	2
33	32	15	25	–	105	9·6	1	2	3	—			—			30	0	0	1	12	4	0	12	0	[a]2	4	4
43	22	6	7	–	78	9.5	1	13	6	—			—			40	0	0	3	3	8	1	10	0	4	13	8
14	14	4	9	–	41	21·2	—			—			—			—			0	9	7	—			0	9	7
53	24	10	18	–	105	8·3	1	14	3	—			—			46	0	0	10	13	3	—			10	13	3
31	24	22	8	3	88	10·6	1	14	3	—			—			21	0	0	3	6	0	10	0	0	[a]13	6	6
	14	–	33	–	47	15·3	—			—			—			—			—			—			[a]—		
34	17	14	12	2	79	8·6	0	13	9	—			—			24	0	0	3	13	11	5	0	0	8	13	11
19	18	12	12	2	63	8·7	0	12	9	0	19	0	—			24	0	0	5	6	6	9	0	0	[a]14	6	6
29	20	11	4	–	64	7·5	1	18	4	—			—			16	13	4	1	6	0	0	10	0	1	16	0
19	22	16	6	9	72	9·3	2	10	1	—			—			47	10	0	3	15	11	10	0	0	[a]13	15	11
35	28	24	21	10	118	9·	3	16	5	—			1	10	0	72	5	0	7	15	3	4	10	0	12	5	3
28	27	15	11	6	87	7·6	1	12	8	—			1	0	0	24	0	0	1	18	3	11	10	0	13	18	3
30	25	22	31	16	124	10·6	1	10	5	2	5	0	—			37	6	8	4	14	7	—			4	14	7
26	23	12	11	6	78	9·7	0	12	0	1	17	6	—			30	0	0	2	9	1	0	10	0	2	19	1
50	43	16	11	2	122	7·3	2	3	9	—			—			24	6	8	1	5	0	—			1	5	0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
55	4654	Kilclooney,	Ballylane,		Pres.	–	Pres.	61	38	99	36	26	62	36
56	4728	Killevy,	Drumilley,	v.c.	R.C.	–	R.C.	127	66	193	81	44	125	56
57	4729	Do. Upper,	Killean, m.	v.c.	R.C.	–	R.C.	128	–	128	90	–	90	58
58	4730	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	138	138	–	112	112	53
59	4938	Derrynoose,	Lislea,	v.c	Pres.	–	Pres.	48	35	83	35	20	55	28
60	4960	Ballymore,	Poyntzpass, m.		–	E.C.	E.C.	111	–	111	76	–	76	44
61	4961	Do.	Do. f.		–	E.C.	E.C.	–	115	115	–	77	77	45
62	5018	Newtownhamilton	Vallenbrook,		Pres.	–	Pres.	51	35	86	39	29	68	38
63	5081	Ballymore,	Tanderagee, No. 2,		R.C.	–	R.C.	80	69	149	57	49	106	56
64	5088	Newtownhamilton	Mullaghduff, f.		Pres.	–	Pres.	–	93	93	–	63	63	32
65	5097	Creggan, Upper,	Ballynaclosha, m.		R.C.	–	R.C.	95	63	158	57	40	97	36
66	5150	Derrynoose,	Derrynoose, m.		R.C.	–	R.C.	194	–	194	117	–	117	55
67	5151	Do.	Do. f.		R.C.	–	R.C.	–	150	150	–	107	107	45
68	5172	Creggan, Upper,	Annaghmore, m.		R.C.	–	R.C.	85	87	172	67	52	119	56
69	5224	Do. Lower,	Tullynavall,		Pres.	–	Pres.	38	28	66	27	18	45	26
70	5316	Killevy, Upper,	Ballinless, f.		R.C.	–	R.C.	–	131	131	–	97	97	40
71	5355	Forkhill,	Silverbridge,		R.C.	–	R.C.	87	79	166	47	41	88	41
72	5356	Drumcree,	Portadown, m. day.		R.C.	–	R.C.	186	–	186	112	–	112	68
			Do. evg.		–	–	–	74	58	132	35	31	66	26
73	5357	Do.	Do. f.		R.C.	–	R.C.	–	163	163	–	86	86	46
74	5703	Ballymore,	Acton, i.		–	E.C.	E.C.	40	51	91	31	38	69	42
75	5819	Tynan,	Middletown, f.		R.C.	–	R.C.	–	164	164	–	116	116	38
76	5820	Creggan, Lower,	Cullyhanna,		R.C.	–	R.C.	82	72	154	69	64	133	57
77	5896	Loughgilly,	Tullyherron, f.		R.C.	–	R.C.	57	46	103	45	35	80	39
78	6160	Newtownhamilton	Skerriff,		Pres.	–	Pres.	55	32	87	45	26	71	31
79	6161	Kilclooney,	Clady,		R.C.	–	R.C.	87	91	178	46	49	95	41
80	6184	Tartaraghan,	Eglish,		R.C.	–	R.C.	61	40	101	37	22	59	34
81	6236	Killevy,	Bessbrook, m. day.		–	Diss.	Pres.	115	–	115	85	–	85	64
			Do. evg.		–	–	–	83	–	83	55	–	55	38
82	6237	Do.	Do. f. day.		–	Diss.	Pres.	–	140	140	–	91	91	76
			Do. evg.		–	–	–	–	111	111	–	49	49	24
83	6252	Loughgilly,	Belleek, m.		R.C.	–	R.C.	122	–	122	73	–	73	28
84	6253	Do.	Do. f.		R.C.	–	R.C.	–	110	110	–	59	59	25
85	6394	Killevy, Upper,	Ballinless, m.	v.c.	R.C.	–	R.C.	179	–	179	134	–	134	67
86	6437	Mullaghbrack,	Coolmillish, f.		R.C.	–	R.C.	44	47	91	31	33	64	25
87	6438	Killevy, Upper,	Cloghouge, f.		R.C.	–	R.C.	–	139	139	–	95	95	41
88	6439	Lisnadill,	Balleer,		–	E.C.	Diss.	101	47	148	66	31	97	50
89	6520	Armagh,	Gosford-place, f.		Pres.	–	Pres.	–	94	94	–	51	51	32
90	6582	Newtownhamilton	Carrickrovaddy,		R.C.	–	R.C.	56	22	78	35	17	52	25
91	6593	Seagoe,	Edenderry,		Pres.	–	Pres.	273	154	427	164	89	253	151
			Do. evg.		–	–	–	64	11	75	50	16	66	34
92	6638	Creggan, Lower,	Creggan Duff,		R.C.	–	R.C.	93	72	165	51	43	94	50
93	6753	Armagh,	Gosford-place, m.		Pres.	–	Pres.	93	–	93	60	–	60	39
94	6832	Do.	Ballynahone, f.		–	Pres.	Pres.	68	56	124	48	31	79	59
95	6900	Killevy,	Bessbrook, i.		–	Diss.	Diss.	107	85	192	47	59	106	61
96	7022	Eglish,	Lisadian,		–	Diss.	Pres.	58	55	113	30	28	58	27
97	7141	Kilmore,	Aghorey,		Pres.	–	Pres.	68	36	104	38	15	53	25
98	7181	Keady,	Crossmore, Keady, day.		R.C.	–	R.C.	167	–	167	112	–	112	66
			Do. evg.		–	–	–	114	103	217	75	65	140	73
99	7199	Creggan, Upper,	Clonalig,		R.C.	–	R.C.	121	91	212	72	54	126	49
100	7200	Loughgilly,	Derrycuhane,		Pres.	–	Pres.	86	–	86	53	–	53	33
			Do. evg.		–	–	–	69	–	69	41	–	41	26
101	7253	Derrynoose,	Maddan,		R.C.	–	R.C.	110	74	184	77	56	133	55
102	7266	Eglish	Tullysaran, m.		R.C.	–	R.C.	100	–	100	59	–	59	31
103	7301	Forkhill,	Dromintee,		R.C.	–	R.C.	112	75	187	63	46	109	48
104	7320	Ballymore,	Poyntzpass,		R.C.	–	R.C.	64	48	112	45	32	77	39
105	7424	Forkhill,	Forkhill,		R.C.	–	R.C.	76	60	136	47	44	91	40
106	7425	Eglish,	Tullysaran, f.		R.C.	–	R.C.	–	104	104	–	61	61	27
107	7554	Keady,	Crossmore, Keady, f.		R.C.	–	R.C.	–	141	141	–	87	87	50
108	7647	Do.	Darkley, day.		–	Pres.	Pres.	113	100	213	72	65	137	98
			Do. evg.		–	–	–	137	126	263	68	64	132	80
109	7665	Loughgilly,	Ballymoyer,		R.C.	–	R.C.	98	96	194	74	57	131	53
110	7954	Clonfeacle,	Blackwatertown,		R.C.	–	R.C.	–	94	94	–	63	63	30

[a] Residence free.

1863.—Province of Ulster : County of Armagh—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
21	11	14	11	–	57	7·6	1	0	3	—			—			26	5	0	9	0	0	7	10	0	[a]16	10	0
50	34	22	22	9	137	9·	1	0	8	—			—			33	0	0	3	14	7	—			3	14	7
34	34	18	7	–	93	10·6	—			—			—			29	3	4	2	10	0	1	0	0	[a]3	10	0
34	37	22	29	1	123	11·6	0	15	1	—			—			34	0	0	3	3	9	0	10	0	[a]3	13	9
35	15	9	12	–	71	8·5	0	10	9	2	9	0	—			25	0	0	8	0	0	—			8	0	0
12	26	20	11	10	79	10·	3	4	6	—			1	0	0	58	0	0	7	10	0	10	0	0	[a]17	10	0
22	14	22	14	8	80	9·6	1	8	8	—			5	0	0	35	13	4	5	0	0	10	0	0	[a]15	0	0
25	9	14	8	14	70	9·6	—			—			—			40	0	0	5	10	0	—			5	10	0
37	30	24	14	11	116	9·3	4	3	10	—			6	10	0	41	0	0	13	17	0	—			13	17	0
16	22	10	11	6	65	11·3	2	12	7	—			—			25	0	0	3	18	0	—			3	18	0
52	53	–	8	–	113	9·4	0	10	5	—			—			23	0	0	4	5	2	—			4	5	2
67	23	29	20	8	147	10·7	1	8	4	—			1	10	0	51	0	0	0	13	6	—			0	13	6
60	35	23	11	10	139	9·5	2	4	3	—			1	0	0	33	3	4	3	0	0	—			[a]3	0	0
27	39	19	32	9	126	11·3	0	17	0	—			—			42	0	0	5	0	0	—			5	0	0
12	16	12	3	–	43	10·2	0	15	3	1	10	0	—			24	0	0	1	19	10	—			1	19	10
35	36	15	21	–	107	8·	0	11	4	1	17	6	—			33	0	0	1	8	7	—			[a]1	8	7
59	39	13	12	–	123	8·9	1	0	9	1	10	0	—			27	15	0	2	5	9	—			2	5	9
57	43	20	20	12	152	8·9	3	9	0	0	19	0	—			55	16	8	11	10	10	—			11	10	10
3	3	9	42	–	57	16·	—			—			—			—			3	0	0	—			3	0	0
71	30	9	6	3	119	8·	1	0	6	2	16	6	1	0	0	25	5	0	7	5	6	—			7	5	6
28	21	16	5	–	70	7·5	1	0	3	—			—			24	0	0	—			16	0	0	16	0	0
46	27	24	8	–	105	10·4	1	14	8	—			—			24	1	8	2	11	0	—			2	11	0
51	45	20	22	–	138	10·5	0	10	7	—			—			28	10	0	2	0	0	1	5	0	3	5	0
35	31	15	11	5	97	9·8	2	11	1	—			—			18	0	0	3	14	2	—			3	14	2
18	32	10	12	–	72	9·7	0	10	4	—			—			18	0	0	2	5	0	—			2	5	0
71	34	11	7	4	127	9·8	0	14	5	1	10	0	—			18	13	4	4	5	9	—			4	5	9
35	25	16	6	3	85	9·	0	14	0	—			—			32	0	0	3	17	3	—			3	17	3
20	19	30	13	9	91	9·7	11	3	6	3	7	6	—			70	15	0	23	3	8	—			[a]23	3	8
–	11	25	26	8	70	16·	—			—			—			—			9	4	8	—			9	4	8
22	39	34	7	7	109	10·3	1	1	1	3	15	0	—			75	6	8	26	16	4	—			26	16	4
9	4	5	19	11	48	16·6	—			—			—			—			6	6	7	—			6	6	7
31	32	13	7	–	83	7·6	0	10	10	1	10	0	—			18	0	0	1	7	4	—			1	7	4
21	28	15	2	3	69	9·	0	12	6	1	10	0	—			14	0	0	1	10	0	—			1	10	0
41	61	16	14	13	145	10·2	1	19	4	—			—			51	15	0	10	19	9	—			10	19	9
32	29	5	5	–	71	9·2	1	0	3	—			—			16	0	0	4	6	8	10	0	0	14	6	8
23	34	27	21	9	114	10·0	0	11	0	—			—			34	0	0	1	10	0	—			1	10	0
38	21	18	13	11	101	9·8	—			—			2	0	0	78	13	4	5	0	0	36	0	0	[a]41	0	0
16	9	16	6	6	53	9·5	—			—			3	0	0	24	0	0	6	5	5	—			6	5	5
26	9	11	4	8	58	12·3	0	8	0	—			—			24	0	0	6	6	0	—			6	6	0
88	86	63	32	24	293	9·7	8	3	8	3	18	4	8	0	0	134	6	8	45	0	0	—			45	0	0
–	33	–	20	–	53	16·	—			—			—			—			1	6	0	—			1	6	0
48	42	11	4	–	105	9·5	1	0	8	—			—			26	0	0	0	14	6	—			0	14	6
14	18	18	8	10	68	8·5	3	19	10	—			3	10	0	28	8	4	11	17	8	—			11	17	8
54	27	14	12	–	107	10·	1	9	3	—			—			21	6	8	4	0	0	—			4	0	0
108	7	–	–	–	115	5·3	—			—			—			34	0	0	10	0	0	16	0	0	26	0	0
29	24	13	7	–	73	8·	0	16	4	1	10	0	—			24	0	0	2	4	11	—			[a]2	4	11
32	14	21	8	–	75	9·	0	13	10	1	10	1	—			18	0	0	4	7	1	—			4	7	1
41	40	25	17	13	136	8·4	3	12	2	—			3	10	0	53	15	0	6	9	10	—			[a]6	9	10
53	43	41	37	14	188	15·	—			—			—			—			—			—			—		
59	44	20	14	–	137	9·3	0	10	3	—			—			22	0	0	4	2	2	—			4	2	2
10	16	14	10	13	63	10·	1	9	0	—			—			37	16	8	7	7	1	—			7	7	1
–	–	–	36	21	57	15·8	—			—			—			—			2	15	0	—			2	15	0
68	59	20	14	5	166	9·5	1	13	5	—			—			38	0	0	3	0	0	4	0	0	[a]7	0	0
24	18	11	10	4	67	9·7	1	0	0	—			2	0	0	21	3	4	3	18	0	—			3	18	0
75	39	9	12	–	135	9·3	1	5	8	—			—			32	0	0	6	2	0	—			6	2	0
47	11	14	21	8	101	8·9	—			0	19	0	—			32	10	0	3	19	10	—			3	19	10
52	23	8	8	–	91	12·	1	0	0	—			—			26	0	0	0	5	8	—			[a]0	5	8
26	20	12	18	5	81	11·	1	0	0	—			—			20	0	0	3	15	2	—			3	15	2
34	22	15	10	17	98	8·2	2	6	10	—			7	10	0	35	0	0	5	8	4	—			5	8	4
56	39	36	18	4	153	8·5	2	3	3	3	15	5	4	0	0	101	11	8	16	10	8	20	0	0	36	10	8
39	44	77	34	10	204	15·	—			—			—			—			5	8	0	—			5	8	0
45	47	22	19	1	134	12·9	1	16	5	1	10	0	1	16	0	53	0	0	6	12	11	—			6	12	11
21	24	17	3	5	70	9·	0	11	8	—			—			23	5	0	8	5	2	—			8	5	2

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
111	7969	Eglish,	Cavanballaghy,		Pres.	–	E.C.	65	50	115	51	36	87	30
112	7970	Derrynoose,	Maghery, Kilcraw,		–	Pres.	Pres.	73	49	122	43	32	75	33
113	7998	Forkhill,	Carrickavana,		R.C.	–	R.C.	103	53	156	80	44	124	68
114	8024	Drumcree,	Derrycaw,		R.C.	–	R.C.	66	37	103	37	22	59	32
115	8043	Tyan,	Manooney,		R.C.	–	R.C.	74	40	114	57	29	86	41
116	8166	Kilmore,	Mullavilly,		R.C.	–	R.C.	75	65	140	41	37	78	23
117	8202	Tartaraghan,	Cloneore,		–	Diss.	Pres.	131	106	237	64	53	117	45
118	8272	Creggan,	Glassdrumond,		R.C.	–	R.C.	131	91	222	98	61	159	68
119	8286	Shankill,	Lurgan, m.		Pres.	–	Pres.	213	–	213	134	–	134	91
			Do. evg.		–	–	–	110	–	110	50	–	50	25
120	8287	Shankill,	Lurgan, f.		Pres.	–	Pres.	–	121	121	–	70	70	55
			Do. evg.		–	–	–	–	108	108	–	31	31	27
121	8304	Keady,	Hermitage,		E.C.	–	E.C.	41	36	77	36	29	65	27
122	8311	Lisnadill,	Lisnadill,		E.C.	–	E.C.	47	35	82	30	23	53	26
123	8323	Keady,	Granemore,		R.C.	–	R.C.	137	93	230	93	69	162	73
124	8344	Drumcree,	Portadown,		–	E.C.	Pres.	136	–	136	74	–	74	43
125	8345	Do.	Do. i.		–	E.C.	E.C.	79	94	173	46	52	98	60
126	8346	Ballymore,	Tanderagee,		–	E.C.	Diss.	65	59	124	51	45	96	48
127	8397	Seagoe,	Balteagh, m.		–	E.C.	Pres.	97	–	97	60	–	60	33
128	8398	Do.	Do. f.		–	E.C.	Pres.	–	90	90	–	56	56	34
129	8399	Ballymore,	Clare,		E.C.	–	E.C.	28	47	75	20	29	49	21
130	8403	Do.	Tanderagee, m.		–	E.C.	E.C.	117	–	117	80	–	80	46
			Do. evg.		–	–	–	66	–	66	36	–	36	14
131	8404	Do.	Do. f.		–	E.C.	Pres.	–	151	151	–	80	80	48
132	8424	Drumcree,	Portadown, f.		–	E.C.	Pres.	–	160	160	–	91	91	45
			Do. evg.		–	–	–	19	93	112	15	54	69	26
133	8441	Kildarton,	Collone,		–	E.C.	Pres.	56	36	92	33	27	60	29
134	8459	N.-T.-Hamilton,	Camly Macullough,		E.C.	–	E.C.	55	65	120	40	34	74	32
135	8467	Derrynoose,	Temple,	v.c.	–	Pres.	Pres.	54	53	107	34	31	65	26
136	8487	Loughgall,	Eagralougher,		R.C.	–	R.C.	60	45	105	41	28	69	38
137	8502	Shankill,	Hill-street, Lurgan,		Pres.	–	Pres.	130	95	225	57	47	104	62
138	8503	Seagoe,	Turmoyra,		Pres.	–	Pres.	112	73	185	39	26	65	31
139	8587	Shankill,	Halftown, m.		R.C.	–	R.C.	85	–	85	42	–	42	21
140	8588	Do.	Do. f.		R.C.	–	R.C.	–	64	64	–	45	45	27
141	8613	Killyman,	Clonmore,		E.C.	–	E.C.	64	58	122	41	36	77	38
142	8621	Kilclooney,	Derrycughan, f.		Pres.	–	Pres.	–	99	99	–	61	61	40
			Do. evg.		–	–	–	–	54	54	–	43	43	23
143	8635	Lisnadill,	Drumbee,		E.C.	–	E.C.	58	51	109	34	26	60	30
144	8702	Do.	Milford,		–	Pres.	Pres.	38	39	77	23	21	44	25
			Do. evg.		–	–	–	47	56	103	27	29	56	32
145	8779	Shankill,	Queen-street,		–	E.C.	Pres.	92	92	184	56	53	109	68
146	8788	Killivy, Lower,	Lislea, f.	B.	R.C.	–	R.C.	–	126	126	–	75	75	34
147	8910	Tartaraghan,	Eglish,		Diss.	–	Diss.	28	37	65	15	20	35	18
148	8922	Shankill,	Knocknashane,		Pres.	–	Pres.	53	42	95	32	30	62	36
149	8935	Drumcree,	Thomas-street,		Diss.	–	Diss.	214	137	351	126	66	192	104
			Do. evg.		–	–	–	113	52	165	46	22	68	22
150	8954	Keady,	Clay,		–	Pres.	R.C.	51	47	98	30	30	60	28
151	8999	Drumcree,	Corcrain,		R.C.	–	R.C.	76	59	135	42	34	76	35
152	9025	Clonfeacle,	Tullyrone,		Diss.	–	Diss.	63	53	116	40	36	76	44
153	9083	Armagh,	Abbey-street, f.		–	Diss.	Diss.	–	72	72	–	51	51	37
154	9168	Do.	Banbrook,		Pres.	–	Pres.	34	24	58	27	23	50	39
155	9235	Tynan,	Lislooney,		Pres.	–	Pres.	34	30	64	23	22	45	38
		Total of Ordinary Schools, 155,						12,768	10744	23,512	7,905	6,736	14,641	7,588
		MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	5624	Newry,	Newry Dis. Mod. m.	v.c.	–	Commrs. of N.E.	Pres.	171	–	171	103	–	103	85
2	5625	Do.	Do. f.	v.c.	–		R.C.	–	141	141	–	83	83	65
3	5626	Do.	Do. i.	v.c.	–		E.C.	67	58	125	36	30	66	46
4	4271	Ballymore,	Tamyokey 1st Class Agricultural, day,		–	E.C.	Pres.	80	–	80	53	–	53	29
			Do. evg.		–	–	–	94	–	94	48	–	48	19

a Residence free.

1863.—Province of Ulster: County of Armagh—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
27	20	16	11	13	87	10·6	2 7 4	—	—	20 1 8	5 4 2	1 0 0	6 4 2	
34	27	18	10	–	89	9·	0 18 9	—	1 0 0	30 13 4	0 5 0	—	0 5 0	
71	23	17	12	7	130	9·	0 10 0	—	—	28 0 0	2 3 6	—	2 3 6	
22	27	15	10	–	74	10·	—	—	—	18 0 0	2 7 0	—	2 7 0	
30	28	15	16	17	106	10·7	1 1 9	—	—	24 0 0	2 0 10	—	2 0 10	
36	17	14	5	–	72	9·4	1 12 6	0 10 6	—	15 5 0	0 18 6	—	a0 18 6	
101	32	29	15	7	184	9·8	2 12 8	—	—	61 1 8	6 10 10	—	a6 10 10	
67	47	25	30	–	169	8·3	1 4 9	—	—	45 7 6	8 0 0	—	8 0 0	
24	40	18	24	12	118	9·	8 1 0	4 10 0	6 0 0	98 15 0	36 9 3	—	36 9 3	
7	22	6	16	–	51	16·2	—	—	—	—	3 12 1	—	3 12 1	
13	24	16	10	6	69	10·	4 11 3	5 2 1	6 0 0	86 10 0	23 1 0	—	23 1 0	
4	16	–	–	20	40	15·7	—	—	—	—	3 12 6	—	3 12 6	
22	13	16	6	4	61	8·2	—	1 10 0	—	18 0 0	1 9 9	—	a1 9 9	
14	14	12	10	1	51	8·6	0 13 9	1 10 0	—	18 0 0	1 13 7	8 0 0	a9 13 7	
66	71	23	19	11	190	11·5	1 14 11	2 5 0	—	77 18 4	15 12 0	—	15 12 0	
21	36	18	9	9	93	9·5	3 5 10	5 7 10	—	53 15 0	7 16 7	17 0 0	24 16 7	
104	15	–	–	–	119	4·5	—	5 18 1	—	49 11 8	1 16 9	15 0 0	16 16 9	
89	14	11	–	–	114	6·2	—	—	—	29 18 4	2 17 11	10 0 0	12 17 11	
31	20	9	4	–	64	7·7	0 18 1	3 2 4	—	24 0 0	8 4 4	10 0 0	18 4 4	
30	18	15	4	1	68	7·7	0 15 8	—	—	16 0 0	7 0 6	7 0 0	14 0 6	
23	11	12	2	–	48	9·5	0 11 0	1 10 0	—	14 0 0	0 15 0	—	0 15 0	
24	24	21	10	8	87	10·9	2 14 5	3 14 10	—	50 10 0	11 2 7	12 0 0	a23 2 7	
6	23	8	10	1	48	16·6	—	—	—	—	1 6 1	—	a1 6 1	
27	30	14	15	11	97	10·3	1 14 1	1 17 6	3 10 0	50 0 0	9 15 3	10 0 0	a19 15 3	
35	37	15	17	11	115	10·1	6 0 11	6 0 11	—	49 10 0	8 13 7	25 0 0	a33 13 7	
10	21	8	20	–	59	15·3	—	—	—	—	3 15 7	—	a3 15 7	
17	21	13	15	6	72	8·4	1 17 10	1 10 0	—	21 0 0	3 4 5	1 0 0	a4 4 5	
36	17	21	–	–	74	9·3	—	1 10 0	—	24 10 0	2 10 0	—	a2 10 0	
39	13	13	3	–	68	8·9	—	3 17 4	—	24 3 4	—	—	—	
28	24	8	15	5	80	10·2	1 4 0	—	—	32 0 0	2 17 8	5 0 0	a7 17 8	
41	32	12	15	–	100	7·7	2 17 6	—	—	46 10 0	10 11 9	—	10 11 9	
27	18	7	3	–	55	7·4	1 5 2	—	—	15 8 4	5 1 11	—	5 1 11	
23	8	10	11	–	52	8·5	1 0 3	1 10 0	—	21 15 0	4 12 8	—	4 12 8	
16	19	8	6	–	49	8·3	0 12 3	—	1 0 0	18 0 0	5 9 4	—	5 9 4	
28	23	11	20	–	82	9·	1 10 4	—	—	19 10 0	2 8 6	10 0 0	12 8 6	
7	11	9	14	22	63	10·7	1 10 0	—	1 0 0	53 10 6	9 3 4	—	a9 3 4	
–	25	–	23	–	48	15·7	—	—	—	—	1 1 4	—	1 1 4	
30	19	9	13	5	76	9·	1 6 7	—	—	16 5 0	3 2 1	—	a3 2 1	
19	15	7	7	4	52	8·8	3 3 4	—	4 0 0	37 0 0	4 14 6	15 5 6	20 0 0	
9	22	35	18	5	89	15·5	—	—	—	—	7 16 11	2 3 1	10 0 0	
68	35	12	8	–	123	8·7	2 10 10	—	1 0 0	65 13 4	—	12 0 0	12 0 0	
22	19	11	6	5	63	10·	0 10 0	—	—	31 13 4	—	—	—	
12	10	6	9	1	38	7·8	1 4 4	—	—	15 0 0	4 5 4	12 0 0	16 5 4	
38	16	12	3	–	69	7·8	0 16 6	—	—	16 0 0	6 1 1	—	6 1 1	
77	66	37	28	37	245	10·3	7 16 1	—	—	71 8 4	36 10 0	—	a36 10 0	
–	–	47	27	12	86	15·5	—	—	—	—	2 0 0	—	2 0 0	
32	23	9	5	–	69	7·3	0 13 9	—	—	17 5 0	2 8 3	—	2 8 3	
50	13	7	1	–	71	8·	1 4 2	—	—	15 0 0	—	—	—	
35	12	22	19	7	95	9·1	3 8 9	—	—	23 0 0	4 16 6	13 0 0	a17 16 6	
22	11	10	13	5	61	10·2	6 7 6	7 1 0	—	9 6 8	6 2 0	—	6 2 0	
20	18	10	6	–	54	8·6	2 4 4	4 0 5	—	4 10 0	2 0 0	3 0 0	a5 0 0	
22	13	14	11	4	64	10·5	1 5 7	4 10 0	—	—	—	—	—	
6,150	4,648	2,774	2,398	898	16,868		250 19 8	126 2 9	126 6 0	5,556 18 6	995 17 1	470 15 7	1,466 12 8	
2	27	28	34	23	114	11·7								
–	18	29	22	28	97	12·1	18 17 7	24 7 7	—	601 14 3	90 6 11	—	90 6 11	
10	61	–	–	–	71	5·2								
29	16	13	7	3	68	10·8	1 14 3	—	—	34 0 0	5 3 0	22 0 0	a27 3 0	
–	26	–	18	9	53	18·	—	—	—	—	—	—	—	

I.—List of Schools in operation on the 31st December,

MODEL, AGRICULTURAL, CONVENT, AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
5	4325	Killevy, . .	Drumbanagher Ord. Agricultural, .		–	E.C.	Pres.	75	–	75	56	–	56	33
6	7508	Newry, . .	Canal-st. Convent,		R.C.	–	R.C.	–	553	553	–	443	443	301
7	8220	Armagh, . .	Mount St. Catherine,		R.C.	–	R.C.	–	211	211	–	181	181	137
8	8540	Shankill, . .	Lurgan Dis. Mod., m.	v.c.	Commrs. of Nat. Educ.		E.C.	189	–	189	119	–	119	104
			Do. . . evg.				–	61	–	61	51	–	51	40
9	8541	Do. . .	Do. . . f.	v.c.			R.C.	–	98	98	–	62	62	55
10	8542	Do. . .	Do. . . i.	v.c.			Pres.	53	44	97	33	24	57	49
		Total of Special Schools, 10, .						790	1,105	1,895	499	828	1,322	963
		Grand Total for Co. Armagh, 165,						13,558	11849	25,407	8,404	7,559	15,963	8,551

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	128	Annagh, . .	Drumlaney, .		R.C.	–	R.C.	75	49	124	48	35	83	50
2	130	Ballymachugh, .	Ballynarry, . m.		R.C.	–	R.C.	130	–	130	83	–	83	49
3	131	Do. . .	Do. . . f.		R.C.	–	R.C.	–	90	90	–	71	71	40
4	133	Castletara, .	Ballyhaise, . m.	v.t.	R.C.	–	R.C.	108	–	108	66	–	66	42
5	134	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	89	89	–	55	55	29
6	135	Drumlane, .	Drumlane,[b] . .	v.t.	–	–	–	–	–	–	–	–	–	–
7	136	Do. . .	Derravona, . .	v.t.	R.C.	–	R.C.	53	62	115	31	35	66	28
8	138	Ballymachugh, .	Carrick, . m.	v.t.	R.C.	–	R.C.	108	–	108	65	–	65	39
9	139	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.		76	76	–	52	52	29
10	144	Killeshandra, .	Coronary, . f.	v.t.	Pres.	–	Diss.	39	44	83	30	34	64	25
11	146	Kildrumsherdan,	Ahatotan, . .		R.C.	–	R.C.	80	–	80	49	–	49	25
12	147	Do. . .	Kill, . . .		R.C.	–	R.C.	46	34	80	32	28	60	25
13	148	Lurgan, . .	Coppenagh, m.	v.t.	–	R.C.	R.C.	110	–	110	82	–	82	40
14	149	Do. . .	Do. . . f.	v.t.	–	R.C.	R.C.	–	78	78	–	56	56	29
15	151	Do. . .	Lattoon, . m.	v.t.	R.C.	–	R.C.	65	–	65	34	–	34	18
16	152	Drumlane, .	Miltown, . .		R.C.	–	R.C.	84	49	133	37	23	60	27
17	153	Drumlumma, .	Lougheyduff, m.	v.t.	R.C.	–	R.C.	115	–	115	72	–	72	35
18	154	Drumlane, .	Do. . . f.	v.t.	R.C.	–	R.C.	–	149	149	–	92	92	51
19	157	Annagcliffe, .	Coolboyogue, m.	v.t.	R.C.	–	R.C.	49	–	49	37	–	37	18
20	158	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	53	53	–	23	23	10
21	1109	Castlerahan, .	Ballyjamesduff, .		–	E.C.	E.C.	46	44	90	31	29	60	c24
22	1141	Killdallen, .	Killdallen, . .		R.C.	–	R.C.	52	–	52	35	–	35	18
23	1166	Drumlane, .	Staghall, m. day,		R.C.	–	R.C.	140	–	140	69	–	69	33
			Do. . . evg.		–	–	–	51	–	51	40	–	40	25
24	1182	Templeport, .	Garvolt, . .		–	R.C.	R.C.	51	51	102	33	38	71	34
25	1230	Annagh, . .	Shanna, . m.	v.t.	R.C.	–	R.C.	95	–	95	67	–	67	33
26	1232	Kilmore, . .	Ballynagh, . m.	A.	R.C.	–	R.C.	154	–	154	107	–	107	49
27	1233	Shercock, .	Lecks, . .	v.t.	R.C.	–	R.C.	43	37	80	28	25	53	27
28	1355	Drumgoon, .	Dernakesh, . m.	v.t.	R.C.	–	R.C.	91	–	91	56	–	56	22
29	1356	Crosserlough, .	Kilnaleck, . m.	A.	–	R.C.	R.C.	110	–	110	81	–	81	44
30	1357	Drumgoon, .	Cootehill, . m.	v.t.	R.C.	–	R.C.	104	–	104	55	–	55	22
31	1359	Mullagh, . .	Killeter, . m.	A.	–	E.C.	R.C.	81	53	134	52	28	80	30
32	1483	Annagh, . .	Shanna, . f.	v.t.	R.C.	–	R.C.	–	89	89	–	49	49	23
33	1484	Crosserlough, .	Kilnaleck, . f.	A.	–	R.C.	R.C.	–	103	103	–	64	64	26
34	1531	Drumlane, .	Deramfield, . .	v.t.	R.C.	–	R.C.	22	26	48	15	19	34	14
35	1633	Enniskeen, .	Edenagully, m.	A.	R.C.	–	R.C.	105	–	105	70	–	70	32
36	1634	Annagcliffe, .	Pullamore, . m.	v.t.	R.C.	–	R.C.	72	–	72	58	–	58	26
37	1899	Drumgoon, .	Cootehill, . f.	v.t.	R.C.	–	R.C.	–	113	113	–	72	72	28
38	1954	Do. . .	Dernakesh, . f.	v.t.	R.C.	–	R.C.	–	106	106	–	60	60	18
39	1995	Templeport, .	Currin, . .		R.C.	–	R.C.	67	66	133	38	45	83	45
40	2180	Lurgan, . .	Lattoon, . f.	v.t.	R.C.	–	R.C.	–	55	55	–	34	34	17
41	2187	Annagh, . .	Keelagh, . .	v.t.	R.C.	–	R.C.	76	65	141	45	37	82	39
42	2211	Killinagh, .	Castlebawn, .		R.C.	–	R.C.	38	23	61	29	20	49	28
43	2304	Annagcliffe, .	Pullamore, . f.	v.t.	R.C.	–	R.C.	–	73	73	–	59	59	24

[a] Residence free.

[b] Temporarily closed.

1863.—Province of Ulster: County of Armagh—*continued.*

Poor Law Union Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
29	12	20	9	–	70	9 5	1 0 0	—	—	37 16 8	3 7 4	11 0 0	14 7 4
62	120	93	138	17	430	15·	7 7 6	—	—	120 2 1	—	—	—
96	40	14	23	17	190	9·	3 7 7	—	5 10 0	56 1 8	—	—	—
–	44	35	39	44	162	11·3							
–	13	17	31	–	61	19·	45 11 0	193 15 0	—	467 3 8	61 16 9	—	61 16 9
–	25	27	18	17	87	12·1							
66	20	–	–	–	86	5·2							
294	422	276	339	158	1,489		77 17 11	218 2 7	5 10 0	1,316 18 4	160 14 0	33 0 0	193 14 0
6,444	5,070	3,050	2,737	1,056	18,357		328 17 7	344 5 4	131 16 0	6,873 16 10	1,156 11 1	503 15 7	1,660 6 8

CAVAN—235 Schools.

12	28	30	24	4	98	9·8	1 4 6	—	—	54 0 0	3 18 0	—	3 18 0
28	38	30	15	7	118	10·7	1 7 9	—	—	24 0 0	1 19 6	—	[a]1 19 6
27	27	11	11	9	85	10·	0 19 7	—	—	26 18 4	2 6 0	—	2 6 0
24	22	17	8	5	76	9·7	2 2 9	—	5 10 0	35 10 0	5 1 9	—	5 1 9
22	14	10	10	6	62	10·5	—	—	—	20 0 0	3 15 6	—	3 15 6
–	–	–	–	–	–	–	—	—	—	—	—	—	—
31	15	16	8	2	72	10·3	—	—	—	35 13 4	0 13 8	—	0 13 8
32	27	8	14	8	89	10·4	1 3 9	—	1 0 0	31 13 4	0 17 6	1 10 0	[a]2 7 6
23	18	12	5	3	61	9·5	0 4 6	—	—	16 0 0	0 7 6	—	0 7 6
28	12	22	18	–	75	12·8	0 14 3	—	—	20 0 0	1 4 0	—	1 4 0
12	14	17	20	–	63	10·2	0 12 1	—	—	18 0 0	0 19 0	—	0 19 0
16	14	16	14	5	65	9·7	0 15 0	—	—	24 0 0	0 16 0	—	0 16 0
22	28	28	12	12	102	11·1	1 3 9	—	—	56 10 0	5 8 0	1 10 0	[a]6 18 0
18	13	20	8	6	65	10·4	1 4 2	—	—	28 18 4	3 3 6	1 10 0	4 13 6
21	8	8	7	2	46	10·7	—	—	—	27 0 0	0 9 6	—	0 9 6
36	23	12	12	3	86	10·7	1 2 11	—	—	20 10 0	2 1 6	—	2 1 6
22	34	20	10	9	95	10·8	1 9 4	—	—	32 13 4	3 0 0	—	3 0 0
55	35	13	14	13	130	11·4	48 13 4	—	—	0 16 1	3 11 0	—	3 11 0
14	8	5	5	6	38	10·1	0 10 6	1 10 0	—	15 0 0	1 10 1	—	1 10 1
13	10	6	5	1	35	9·6	—	1 10 0	—	16 16 8	0 14 0	—	0 14 0
–	–	–	–	–	–	–	0 10 5	1 10 0	—	24 0 0	—	—	—
7	10	6	4	3	30	9·8	1 0 6	—	—	18 8 4	0 8 0	—	0 8 0
26	35	19	11	7	98	14·	1 3 3	1 10 0	—	32 16 8	3 0 0	—	3 0 0
2	17	16	12	4	51	16·2	—	—	—	—	0 5 0	—	0 5 0
31	26	24	17	–	92	11·1	0 19 3	—	—	24 13 4	1 5 0	—	1 5 0
26	16	27	10	4	83	9·7	1 12 6	—	—	32 0 0	4 0 4	—	4 0 4
35	42	23	13	11	124	9·7	3 3 0	—	—	41 8 4	8 0 4	—	8 0 4
29	19	10	5	5	68	10·3	0 12 1	—	—	24 0 0	1 7 4	—	1 7 4
26	21	5	11	7	70	10·1	0 10 5	2 5 0	—	44 0 0	2 0 6	—	2 0 6
33	13	18	22	11	97	10·4	1 9 4	—	—	46 10 0	3 7 6	1 10 0	4 17 6
30	18	9	11	7	75	10·	—	—	—	—	0 17 1	—	0 17 1
29	23	23	13	8	96	10·4	0 18 9	—	—	35 5 0	1 3 6	—	1 3 6
29	20	10	9	2	70	10·8	0 12 9	—	1 10 0	16 0 0	1 9 9	—	1 9 9
32	22	12	7	6	79	10·8	—	—	—	23 3 4	0 3 6	—	0 3 6
11	8	8	6	1	34	9·	0 6 3	—	—	20 0 0	0 17 1	—	0 17 1
34	16	9	11	8	78	10·4	0 10 3	—	—	24 0 0	1 10 6	0 10 0	2 0 6
13	23	8	–	4	48	9·3	0 16 10	—	—	15 0 0	0 14 0	0 15 0	[a]1 9 0
27	24	21	11	6	89	11·3	0 13 8	—	—	36 13 4	2 13 0	—	[a]2 13 0
24	19	6	11	6	66	8·	1 1 7	—	—	16 10 0	1 2 1	—	1 2 1
21	29	6	28	11	95	10·9	1 12 6	—	—	42 0 0	2 3 0	2 0 0	[a]4 3 0
17	9	8	4	3	41	10·	—	—	—	16 0 0	0 5 8	—	0 5 8
27	23	22	16	10	98	10·7	1 15 11	—	1 0 0	48 0 0	4 11 6	—	4 11 6
12	22	11	7	–	52	9·9	0 14 3	1 10 0	—	18 0 0	0 16 0	—	0 16 0
9	11	6	8	2	36	10·	0 17 5	—	2 0 0	21 0 0	1 12 7	1 5 0	[a]2 17 7

[c] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
44	2371	Kildallen,	Killygorman, m.	v.t.	R.C.	–	R.C.	69	–	69	40	–	40	19
45	2738	Killinkere,	Finternagh, m.		–	R.C.	R.C.	88	–	88	58	–	58	26
46	2739	Do.	Do. f.		–	R.C.	R.C.	–	82	82	–	52	52	22
47	2742	Crosserlough,	Cullow,		R.C.	–	R.C.	127	68	195	73	44	117	56
48	2743	Do.	Leharry, m.		–	R.C.	R.C.	93	–	93	65	–	65	29
49	2744	Do.	Do. f.		–	R.C.	R.C.	–	118	118	–	79	79	41
50	2763	Kilmore,	Ballynagh, f.	A.	R.C.	–	R.C.	–	197	197	–	126	126	67
51	2775	Annagh,	Kilnalack, v.t.		–	R.C.	R.C.	80	84	164	38	41	79	29
52	2853	Tomregan,	Ballyconnell, m.		R.C.	–	R.C.	114	–	114	80	–	80	54
53	2927	Templeport,	Bawnboy,		R.C.	–	R.C.	105	96	201	74	68	142	81
54	3157	Do.	Tullybrack, m.	v.t.	R.C.	–	R.C.	108	–	108	70	–	70	34
55	3229	Drumgoon,	Cohaw, m.	v.t.	R.C.	–	R.C.	77	–	77	51	–	51	21
56	3230	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	73	73	–	30	30	14
57	3429	Templeport,	Drumloher,	v.t.	R.C.	–	R.C.	63	64	127	38	43	81	41
58	3453	Knockbride,	Beglieve,		R.C.	–	R.C.	109	87	196	79	67	146	62
59	3537	Killinagh,	Gubaveeny,		R.C.	–	R.C.	50	34	84	45	29	74	45
60	3547	Killdallen,	Killygorman, f.	v.t.	R.C.	–	R.C.	–	66	66	–	55	55	29
61	3584	Templeport,	Crea,		–	R.C.	R.C.	46	47	93	35	36	71	35
62	3594	Killinagh,	Kilduff,		R.C.	–	R.C.	43	65	108	34	54	88	42
63	3595	Do.	Moneygashel,		R.C.	–	R.C.	56	57	113	48	49	97	39
64	3614	Larah,	Clifferna,		R.C.	–	R.C.	101	–	101	63	–	63	31
65	3615	Shercock,	Glasleck,		Pres.	–	Pres.	39	56	95	31	41	72	33
66	3643	Enniskeen,	Edennagully, f.	A.	R.C.	–	R.C.	–	116	116	–	72	72	31
67	3692	Tomregan,	Ballyconnell, f.		R.C.	–	R.C.	–	99	99	–	66	66	43
68	3696	Knockbride,	Knockbride,		R.C.	–	R.C.	75	52	127	53	39	92	41
69	3710	Castletara,	Castletara, m.		R.C.	–	R.C.	75	–	75	65	–	65	29
70	3711	Knockbride,	Corlattycarroll,		R.C.	–	R.C.	45	53	98	31	37	68	27
71	3726	Bailieboro',	Dromeearrow,		Pres.	–	R.C.	73	27	100	53	20	73	33
72	3776	Mullagh,	Raffony,		–	R.C.	R.C.	103	118	221	54	65	119	50
73	3821	Killinagh,	Gortahill,		R.C.	–	R.C.	50	49	99	31	30	61	37
74	4024	Templeport,	Tullycasson,		–	R.C.	R.C.	57	58	115	40	38	78	43
75	4025	Castletara,	Castletara, f.		R.C.	–	R.C.	–	73	73	–	52	52	22
76	4027	Drumlumman,	Mynagh,		–	R.C.	R.C.	48	54	102	38	38	76	33
77	4141	Templeport,	Tullybrack, f.	v.t.	R.C.	–	R.C.	–	84	84	–	54	54	26
78	4199	Drumgoon,	Drutamon,		–	Pres.	Pres.	93	70	163	52	43	95	36
79	4257	Mullagh,	Doon,		–	R.C.	R.C.	88	79	167	55	48	103	43
80	4289	Drumlane,	Corcanidos, f.		R.C.	–	R.C.	–	43	43	–	24	24	12
81	4348	Killeshandra,	Gortnagarry,		R.C.	–	R.C.	49	67	116	38	57	95	37
82	4363	Denn,	Crosskeys,		–	E.C.	R.C.	140	118	258	92	80	172	92
83	4371	Loughan,	Loughramor,		R.C.	–	R.C.	110	66	176	71	43	114	65
84	4375	Annageliffe,	Cavan, m.		R.C.	–	R.C.	115	–	115	76	–	76	44
85	4376	Do.	Do. f.		R.C.	–	R.C.	–	154	154	–	92	92	39
86	4591	Enniskeen,	Northlands,		–	E.C.	R.C.	172	149	321	110	92	202	74
87	4592	Knockbride,	Cullies,		–	E.C.	R.C.	108	60	168	65	38	103	36
88	4593	Drumgoon,	Knappagh, day.		–	E.C.	R.C.	102	93	195	75	68	143	59
			Do. evg.		–	–	–	36	29	65	21	19	40	12
89	4605	Killinkere,	Derryham,		R.C.	–	R.C.	75	58	133	42	35	77	27
90	4632	Drumgoon,	Killycleare,		Pres.	–	E.C.	43	42	85	23	29	52	28
91	4633	Kinawley,	Swanlinbar,		R.C.	–	R.C.	55	31	86	38	19	57	30
92	4676	Knockbride,	Three Carvaghs,		R.C.	–	R.C.	33	38	71	27	25	52	20
93	4685	Killinagh,	Tullinamoyle,		R.C.	–	R.C.	48	43	91	42	38	80	38
94	4716	Scrabby,	Scrabby, m.		R.C.	–	R.C.	69	–	69	52	–	52	30
95	4886	Kinawley,	Derryrolt,		R.C.	–	R.C.	41	38	79	32	30	62	28
96	4948	Killinkere,	Killinkere,		R.C.	–	R.C.	96	–	96	69	–	69	30
97	4962	Do.	Carrickgorman,		Pres.	–	Pres.	36	33	69	26	24	50	25
98	4985	Killinagh,	Tober,		R.C.	–	R.C.	69	34	103	48	23	71	31
99	4986	Bailieborough,	Crocknahattin,		–	Pres.	R.C.	63	40	103	44	29	73	36
100	5162	Lurgan,	Virginia, m.	v.c.	R.C.	–	R.C.	147	–	147	93	–	93	71
101	5163	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	120	120	–	66	66	36
102	5173	Shercock,	Nolagh,		R.C.	–	R.C.	53	43	96	32	25	57	25
103	5174	Castlerahan,	Castlerahan, m.		R.C.	–	R.C.	141	–	141	73	–	73	39
104	5175	Do.	Do. f.		R.C.	–	R.C.	–	77	77	–	59	59	29
105	5231	Drumgower,	Cootehill, No. 2, m.		–	Pres.	Pres.	122	–	122	74	–	74	41

a Residence free.

1863.—Province of Ulster: County of Cavan—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
15	16	7	5	–	43	9·3	0 15 3	—	—	17 15 0	1 6 0	--	1 6 0	
28	14	8	16	12	78	10·2	0 3 1	1 10 0	—	32 0 0	3 13 0	2 0 0	[a]5 13 0	
18	13	6	14	10	61	10·	0 6 0	1 10 0	—	30 0 0	0 19 0	1 0 0	[a]1 19 0	
52	39	19	14	22	146	10·	0 13 10	2 5 0	—	46 0 0	3 1 0	—	3 1 0	
28	25	12	12	6	83	11·	1 5 7	2 5 0	—	27 0 0	3 11 6	—	[a]3 11 6	
23	21	14	26	19	103	11·	0 14 6	1 17 6	9 10 0	43 16 8	4 15 6	—	4 15 6	
41	31	34	12	27	145	10·4	4 3 3	—	8 0 0	94 13 4	5 10 6	—	5 10 6	
60	32	35	8	3	138	9·	1 2 8	—	1 0 9	20 0 0	0 2 2	—	0 2 2	
28	30	14	13	11	96	8·	1 12 9	—	—	43 18 4	1 18 0	—	1 18 0	
51	23	20	17	16	127	9·2	10 10 3	—	8 0 0	57 1 8	1 12 6	—	1 12 6	
23	22	21	11	4	81	11·	1 1 9	—	1 0 0	43 6 8	1 13 0	—	1 13 0	
32	10	10	10	4	66	9·6	0 5 10	—	—	18 0 0	0 12 1	—	0 12 1	
19	10	8	11	4	52	11·3	0 5 0	—	—	19 10 0	0 18 8	—	0 18 8	
49	20	5	15	9	98	9·5	1 4 6	—	3 0 0	36 16 8	2 17 0	0 10 0	[a]3 7 0	
58	42	25	30	15	170	10·	2 0 8	—	—	43 0 0	4 8 6	—	4 8 6	
35	16	12	16	–	79	9·7	—	—	—	32 0 0	1 5 6	—	1 5 6	
7	19	10	10	7	53	11·7	—	—	—	23 0 0	3 15 0	—	3 15 0	
24	21	12	15	4	76	9·9	1 1 0	—	1 0 0	34 16 8	0 10 6	5 0 0	5 10 6	
40	20	12	21	–	93	10·2	0 13 3	—	—	18 0 0	2 0 0	—	2 0 0	
26	37	20	12	4	99	10·1	—	—	—	36 0 0	0 16 0	—	[a]0 16 0	
14	22	22	14	8	80	11·4	2 1 9	—	3 10 0	51 13 4	2 3 11	—	2 3 11	
31	23	17	11	6	88	8·9	2 4 9	—	—	20 0 0	2 14 1	6 0 0	8 14 1	
21	38	17	7	–	83	9·8	0 10 11	—	—	16 0 0	1 9 6	—	1 9 6	
27	31	11	4	4	77	9·5	1 6 2	—	—	25 16 8	2 11 3	—	2 11 3	
26	20	19	17	10	92	10·7	1 8 11	—	—	42 15 0	—	—	—	
19	18	17	12	4	70	11·	0 11 3	—	—	18 0 0	2 4 6	—	2 4 6	
24	23	20	10	4	81	10·4	0 11 3	—	—	15 0 0	1 1 6	—	1 1 6	
37	20	5	6	8	76	9·8	1 9 7	—	—	32 15 0	4 0 0	—	[a]4 0 0	
45	47	20	23	6	141	9·	0 15 0	—	—	29 6 8	2 0 6	—	2 0 6	
27	20	14	11	3	75	9·3	—	—	—	36 0 0	2 14 10	—	2 14 10	
31	24	10	7	7	79	10·1	0 15 0	1 17 6	2 10 0	33 16 8	2 4 6	—	2 4 6	
2	15	11	6	1	35	10·2	0 10 3	1 10 0	—	16 0 0	2 2 5	—	2 2 5	
29	28	14	11	4	86	9·5	1 1 6	1 10 0	—	23 3 4	4 4 0	—	4 4 0	
17	11	20	10	2	60	9·	0 12 7	1 10 0	—	15 10 0	1 9 6	—	1 9 6	
42	41	16	15	3	117	9·7	0 18 4	1 2 6	3 0 0	43 0 0	3 9 4	1 10 0	4 19 4	
53	28	15	7	–	103	9·3	0 11 0	—	1 0 0	32 0 0	2 7 0	—	2 7 0	
4	11	3	9	–	27	10·	—	—	—	20 0 0	0 18 6	—	0 18 6	
30	24	23	10	5	92	11·8	0 10 4	—	—	42 0 0	2 17 4	—	2 17 4	
82	63	26	26	13	210	9·1	1 19 0	—	—	68 8 4	—	—	—	
32	32	36	20	10	130	11·1	1 15 4	—	—	46 0 0	3 9 3	4 10 0	7 19 3	
–	–	48	14	16	78	12·3	3 12 9	—	16 0 0	93 18 4	14 9 2	—	14 9 2	
17	23	27	10	8	85	10·7	1 18 8	—	8 10 0	52 16 8	7 14 6	—	7 14 6	
95	87	31	32	11	256	9·7	2 18 5	—	1 0 0	49 1 8	3 19 0	—	3 19 0	
21	39	24	13	8	105	10·4	2 11 6	—	—	37 0 0	1 15 3	13 0 0	14 15 3	
48	35	37	50	7	177	10·4	1 14 3	4 0 0	1 0 0	59 8 4	3 19 0	6 0 0	9 19 0	
8	9	9	30	–	56	11·5	—	—	—	3 6 8	1 8 0	—	1 8 0	
29	34	15	2	3	83	8·5	0 10 3	—	—	23 10 0	2 15 0	—	2 15 0	
14	14	12	10	2	52	9·6	0 10 6	—	—	24 0 0	2 2 0	—	2 2 0	
32	10	12	–	–	54	9·2	0 18 3	1 10 0	—	18 0 0	0 12 0	—	0 12 0	
20	10	10	3	4	47	9·5	0 10 5	—	—	18 0 0	0 16 0	—	0 16 0	
39	15	9	12	6	81	12·4	0 13 10	—	—	32 0 0	2 3 6	—	2 3 6	
21	17	11	9	5	63	9·7	1 3 9	—	—	18 0 0	1 13 0	—	1 13 0	
26	15	10	11	–	62	10·6	—	—	—	11 5 0	0 10 0	—	0 10 0	
31	16	3	20	8	78	9·6	0 9 0	—	—	24 0 0	2 0 5	—	2 0 5	
18	9	10	5	–	42	11·	0 6 11	—	—	17 15 0	2 2 6	—	2 2 6	
37	21	7	12	5	82	9·2	—	—	—	18 0 0	3 2 6	—	3 2 6	
26	30	19	9	4	88	9·6	2 10 10	—	—	34 3 4	3 15 6	—	3 15 6	
46	29	20	22	30	147	11·2	1 8 5	—	4 0 0	86 11 8	—	—	—	
28	17	16	15	10	81	9·9	5 11 9	—	4 5 0	29 11 8	4 10 6	2 0 0	6 10 6	
39	21	8	5	3	76	8·	0 10 6	—	—	19 10 0	0 12 0	—	0 12 0	
26	22	14	8	22	92	11·	1 0 7	—	—	56 3 4	2 9 0	—	2 9 0	
21	26	11	10	5	73	9·4	1 0 1	—	5 0 0	26 19 2	1 1 7	—	1 1 7	
18	24	14	14	7	77	10·7	0 18 8	1 10 0	—	41 11 8	7 17 3	—	7 17 3	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
106	5232	Drumgower, .	Cootehill, No. 2, f.		–	Pres.	Pres.	–	63	63	–	42	42	27
107	5249	Annagcliffe, .	Curlurgan, . .	A.	E.C.	–	E.C.	36	50	86	23	36	59	29
108	5270	Kinawley, .	Commas, . .		R.C.	–	R.C.	44	41	85	35	31	66	33
109	5306	Templeport, .	Tomena, . .		R.C.	–	R.C.	57	53	110	34	35	69	36
110	5359	Killinagh, .	Meenaslieve, .		R.C.	–	R.C.	55	49	104	46	44	90	46
111	5580	Bailieborough, .	Lear, . . .		Pres.	–	Pres.	88	65	153	66	48	114	65
112	5581	Lavy, . .	Dromaveigh, m.		R.C.	–	R.C.	99	–	99	61	–	61	29
113	5699	Kildallan, .	Kildallan, . f.		R.C.	–	R.C.	–	51	51	–	45	45	36
114	5759	Drumlane, .	Kilnaglare, . .		R.C.	–	R.C.	35	38	73	29	27	56	25
115	5786	Shercock, .	Shercock, . m.		R.C.	–	R.C.	97	–	97	73	–	73	33
116	5821	Killeshandra, .	Arva, . . m.		R.C.	–	R.C.	119	–	119	63	–	63	34
117	5897	Drung, .	Drung, . f.		R.C.	–	R.C.	–	100	100	–	52	52	18
118	6022	Lavy, . .	Currahoe, . m.		R.C.	–	R.C.	194	–	194	111	–	111	49
119	6052	Shercock, .	Shercock, . f.		R.C.	–	R.C.	–	97	97	–	53	53	25
120	6221	Drumlumman, .	Clonoose, . m.		R.C.	–	R.C.	106	–	106	60	–	60	34
121	6280	Lavy, . .	Currahoe, . f.		R.C.	–	R.C.	–	141	141	–	80	80	36
122	6322	Drumlumman, .	Clonoose, . f.		R.C.	–	R.C.	–	97	97	–	80	80	27
123	6323	Kilbride, . .	Dungummin, m.		R.C.	–	R.C.	71	–	71	51	–	51	26
124	6324	Do. . .	Do. . . f.		R.C.	–	R.C.	–	75	75	–	50	50	27
125	6399	Scrabby, .	Scrabby, . f.		R.C.	–	R.C.	–	110	110	–	58	58	26
126	6440	Crosserlough, .	Drumkilly, . m.		R.C.	–	R.C.	167	–	167	120	–	120	54
127	6441	Do. . .	Do. . . f.		R.C.	–	R.C.	–	129	129	–	80	80	32
128	6628	Drumlane, .	Ashgrove, . .		R.C.	–	R.C.	43	54	97	24	30	54	24
129	6637	Crosserlough, .	Drumrora, . .		R.C.	–	R.C.	120	–	120	78	–	78	39
130	6780	Killinagh, .	Barran, . .		R.C.	–	R.C.	48	28	76	33	19	52	28
131	6875	Lower Larah, .	Calffield, . .		R.C.	–	R.C.	89	87	176	47	39	86	36
132	6997	Killinagh, .	Monragh, . .		R.C.	–	R.C.	74	61	135	71	56	127	46
133	6998	Templeport, .	Tullyveela, . .		R.C.	–	R.C.	60	56	116	52	43	95	36
134	7023	Denn, . .	Denn, . . m.		R.C.	–	R.C.	137	–	137	77	–	77	32
135	7042	Crosslough, .	Drumrora, . f.		R.C.	–	R.C.	–	76	76	–	50	50	21
136	7079	Templeport, .	Dararaugh, . .		R.C.	–	R.C.	74	42	116	51	38	89	45
137	7109	Castlerahan, .	Lacken, . .		R.C.	–	R.C.	90	–	90	56	–	56	25
138	7142	Kildrumsherdan, .	Doocarrick, . .		E.C.	–	Pres.	80	61	141	48	37	85	44
139	7201	Mullagh, . .	Mullagh, . m.		R.C.	–	R.C.	83	–	83	58	–	58	29
140	7211	Templeport, .	Ardeara, . .		R.C.	–	R.C.	75	76	151	49	51	100	52
141	7234	Kilbride, . .	Garrysallagh, f.		R.C.	–	R.C.	–	146	146	–	80	80	34
142	7255	Killeshandra, .	Killeshandra, m.		R.C.	–	R.C.	107	–	107	74	–	74	34
143	7258	Do. . .	Do. . . f.		R.C.	–	R.C.	–	128	128	–	82	82	49
144	7270	Castlerahan, .	Ballyjamesduff, f.		R.C.	–	R.C.	–	113	113	–	78	78	37
145	7282	Templeport, .	Cappenagh, . .		R.C.	–	R.C.	39	37	76	29	30	59	31
146	7293	Denn, . .	Denn, . f.		R.C.	–	R.C.	–	89	89	–	60	60	28
147	7332	Kilbride, . .	Garrysallagh, m.		R.C.	–	R.C.	144	–	144	78	–	78	40
148	7385	Ballintemple, .	Bruskey, . m.		R.C.	–	R.C.	112	–	112	64	–	64	28
149	7386	Do. . .	Drumdrade, m.		–	E.C.	R.C.	134	–	134	73	–	73	26
150	7387	Do. . .	Do. . . f.		–	E.C.	R.C.	–	84	84	–	55	55	25
151	7461	Killinagh, .	Carricknagro, .		R.C.	–	R.C.	50	39	89	44	36	80	28
152	7525	Ballintemple, .	Bruskey, . f.		R.C.	–	R.C.	–	104	104	–	68	68	33
153	7538	Killeshandra, .	Arva, . . f.		R.C.	–	R.C.	–	98	98	–	68	68	36
154	7621	Drumgood, .	Lattyloo, . .		–	Pres.	R.C.	61	43	104	26	20	46	21
155	7678	Munterconnaught	Knocktemple, m.		R.C.	–	R.C.	149	–	149	84	–	84	39
156	7679	Do. . .	Do. . . f.		R.C.	–	R.C.	–	151	151	–	84	84	45
157	7732	Ballintemple, .	Aughaloopa, m.		R.C.	–	R.C.	78	–	78	56	–	56	26
158	7733	Do. . .	Do. . . f.		R.C.	–	R.C.	–	90	90	–	62	62	26
159	7760	Enniskeen, .	Leiter, . .		R.C.	–	R.C.	104	103	207	41	62	103	32
160	7764	Knockbride, .	Greaghettiagh, .		R.C.	–	R.C.	59	39	98	39	24	63	20
161	7769	Templeport, .	Tiercahan, . .		R.C.	–	R.C.	57	38	95	30	20	50	22
162	7778	Drumlane, .	Staghall, . f.		R.C.	–	R.C.	–	108	108	–	51	51	21
163	7798	Do. . .	Corcanidos, m.		R.C.	–	R.C.	36	–	36	24	–	24	11
164	7847	Killeshandra, .	Coronary, . .		R.C.	–	R.C.	39	56	95	22	21	43	20
165	7856	Templeport, .	Legnatrogha, .		R.C.	–	R.C.	28	36	64	21	26	47	26
166	7881	Killeshandra, .	Drumkeeran, .		Pres.	–	Pres.	37	31	68	25	25	50	21
167	7890	Kildrumsherdan, .	Cornasaus, . .		R.C.	–	R.C.	89	56	145	48	28	76	33
168	7891	Mullagh, . .	Cronreagh, . .	–	R.C.	–	R.C.	95	94	189	61	56	117	46

[a] Residence free.

863.—Province of Ulster: County of Cavan—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
19	13	13	7	–	52	9·	2	11	1	1	10	0	—			31	16	8	2	15	11	—			2	15	11
29	17	15	9	–	70	8·9	1	0	9	1	11	6	—			20	0	0	4	6	9	—			4	6	9
30	22	10	8	–	70	10·1	0	11	6	1	10	0	—			24	0	0	1	4	0	—			1	4	0
28	26	12	6	7	79	9·7	1	3	6	1	10	0	—			37	10	0	2	4	0	—			2	4	0
19	30	13	22	12	96	10·9	0	15	8	1	17	6	—			33	18	4	0	11	6	1	0	0	1	11	6
68	60	19	20	2	139	9·9	3	0	11	2	16	6	1	0	0	52	0	0	5	6	0	—			[2]5	6	0
22	21	11	20	6	80	10·5	1	10	0	1	17	6	—			26	13	4	2	18	6	5	0	0	7	18	6
20	11	6	3	1	41	9·	0	10	0	—			—			16	0	0	4	2	7	—			4	2	7
21	19	4	13	–	57	8·3	0	11	5	—			—			32	0	0	1	3	0	—			1	3	0
20	33	13	7	8	81	9·	1	8	0	—			7	0	0	34	6	8	3	2	5	5	10	0	8	12	5
26	22	10	13	13	84	10·2	2	2	11	—			—			38	0	0	8	10	0	—			8	10	0
30	25	16	10	2	83	11·	0	16	0	—			—			17	3	4	0	16	4	—			0	16	4
37	42	33	14	10	136	11·4	1	3	7	—			—			62	10	0	3	8	1	—			3	8	1
24	12	12	5	8	61	9·9	0	10	3	1	10	0	—			18	0	0	0	19	7	5	10	0	6	9	7
45	27	10	6	3	91	11·1	0	3	11	1	10	0	—			24	0	0	0	5	0	—			0	5	0
35	51	22	4	2	114	9·2	1	2	3	1	17	6	—			17	16	8	2	14	5	—			2	14	5
37	15	16	6	5	79	8·9	0	17	0	1	10	0	—			16	0	0	0	10	0	—			0	10	0
22	17	10	3	4	56	8·6	0	10	3	1	10	0	—			—			1	5	6	—			1	5	6
20	13	7	14	1	55	8·5	0	10	3	1	10	0	2	0	0	29	13	4	1	12	0	—			1	12	0
22	12	13	5	2	54	9·6	1	9	6	1	10	0	—			20	0	0	1	0	0	—			1	0	0
50	39	18	18	14	139	10·5	0	17	6	2	5	0	—			48	10	0	3	5	0	—			3	5	0
46	28	17	17	17	125	11·8	0	10	3	1	17	6	—			46	0	0	1	8	0	—			1	8	0
24	14	15	17	4	74	9·6	1	1	2	—			—			21	5	0	1	0	0	—			1	0	0
54	25	14	15	9	117	9·	1	7	3	—			1	0	0	10	12	6	1	5	6	—			1	5	6
23	16	14	2	2	57	10·7	0	6	9	—			—			28	0	0	—			—			—		
29	30	38	10	11	118	10·	0	14	10	—			—			18	0	0	2	9	3	—			2	9	3
40	34	23	26	2	125	11·2	0	12	3	1	10	0	1	10	0	24	0	0	0	12	6	—			0	12	6
30	33	20	14	9	106	9·	—			1	17	6	—			25	0	0	0	14	0	—			0	14	0
35	28	21	15	8	107	9·	0	11	3	1	10	0	—			33	15	0	2	3	6	—			2	3	6
37	19	8	8	4	76	12·	0	12	0	1	10	0	—			19	6	8	0	13	0	—			0	13	0
27	33	16	11	4	91	8·6	0	11	0	1	17	6	—			40	10	0	6	2	6	—			6	2	6
19	20	15	11	4	69	10·3	1	1	6	1	10	0	—			24	0	0	0	9	0	—			0	9	0
40	24	23	9	8	104	9·8	1	0	0	2	5	0	1	0	0	32	0	0	5	0	0	8	0	0	[3]13	0	0
11	21	10	11	11	64	10·8	0	13	7	—			—			19	10	0	2	11	3	—			2	11	3
39	35	27	16	1	118	9·5	1	5	9	—			—			38	16	8	1	16	6	—			1	16	6
38	32	17	8	6	101	10·3	1	12	8	—			—			35	0	0	2	7	9	—			2	7	9
45	20	9	8	5	87	9·6	—			—			1	0	0	33	13	4	2	3	9	—			2	3	9
42	22	13	15	7	99	9·6	1	16	5	—			1	10	0	30	10	0	4	16	6	—			4	16	6
18	25	17	15	16	91	12·1	1	7	8	—			3	0	0	56	13	4	2	18	0	—			2	18	0
30	15	9	12	–	66	10·4	—			—			—			15	0	0	2	10	0	—			2	10	0
28	24	14	7	2	75	9·	0	16	0	—			—			27	3	4	2	12	6	—			2	12	6
34	26	13	14	13	100	10·1	0	11	7	—			1	0	0	37	13	4	3	10	7	—			3	10	7
27	16	28	3	9	83	10·5	0	5	3	—			—			24	0	0	0	14	6	—			0	14	6
36	28	14	9	6	93	9·6	0	16	4	—			—			18	0	0	1	7	5	—			1	7	5
19	16	14	6	4	59	10·	0	5	0	—			—			20	0	0	0	11	4	—			0	11	4
43	24	14	8	–	89	10·7	0	10	6	—			—			18	0	0	—			—			—		
20	30	17	8	3	78	9·	0	16	6	—			2	10	0	30	0	0	0	18	6	—			0	18	6
30	24	9	7	3	73	9·6	1	4	4	—			—			14	0	0	1	0	0	—			1	0	0
27	19	5	5	3	59	9·3	0	6	11	1	10	0	—			17	5	0	1	8	5	—			1	8	5
24	27	23	10	18	102	11·9	0	18	2	1	17	6	3	0	0	25	8	0	2	4	0	—			2	4	0
34	25	24	17	7	107	11·2	0	14	1	1	17	6	9	0	0	29	1	8	1	8	6	—			1	8	6
25	13	9	13	4	64	10·2	0	12	7	1	10	0	—			24	0	0	0	10	6	—			0	10	6
26	22	19	5	4	76	9·8	0	10	0	1	10	0	—			14	0	0	1	4	6	—			1	4	6
40	24	22	15	6	107	9·	1	0	6	1	10	0	—			12	6	8	5	18	5	0	15	0	[3]6	13	5
28	5	15	10	4	62	10·4	0	11	9	1	10	0	—			24	0	0	0	13	0	—			0	13	0
13	25	12	9	–	59	10·7	—			1	10	0	—			18	0	0	—			—			—		
14	17	8	12	–	51	12·8	1	4	3	1	10	0	—			21	1	8	0	10	0	—			0	10	0
9	3	9	2	–	23	10·	—			1	10	0	—			15	0	0	2	0	0	—			2	0	0
30	8	8	2	–	48	10·2	—			1	10	0	—			16	0	0	0	12	6	—			0	12	6
19	12	14	7	2	54	9·1	0	10	0	1	10	0	—			15	0	0	2	17	0	—			2	17	0
23	6	17	3	–	49	11·5	0	15	6	—			—			18	0	0	2	0	0	—			2	0	0
29	25	16	16	–	86	10·7	1	12	7	—			—			21	10	0	2	7	0	—			2	7	0
44	39	20	22	7	132	9·7	0	13	2	—			2	5	0	39	10	0	0	14	5	—			0	14	5

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
169	7927	Shercock,	Dhuish,		Pres.	–	R.C.	64	54	118	32	30	62	2
170	7928	Drung,	Lappan,		R.C.	–	R.C.	31	28	59	26	19	45	2
171	7955	Denn,	Lacken, f.		R.C.	–	R.C.	–	73	73	–	52	52	2
172	7971	Bailieboro',	Drumanespick,		R.C.	–	R.C.	42	26	68	38	21	59	2
173	7999	Ballintemple,	Coolbawn,		–	R.C.	R.C.	77	29	106	44	16	60	2
174	8025	Scrabby,	Cortober,		R.C.	–	R.C.	78	61	139	57	43	100	4
175	8046	Killinkere,	Killinkere, f.		R.C.	–	R.C.	–	93	93	–	72	72	2
176	8089	Annagh,	Belturbet, m.		R.C.	–	R.C.	160	–	160	93	–	93	5
177	8094	Castlerahan,	BarconyRobinson,		R.C.	–	R.C.	–	93	93	–	71	71	2
178	8102	Do.	Ballyjamesduff, m.		R.C.	–	R.C.	88	–	88	64	–	64	3
179	8103	Do.	Do. i.		R.C.	–	R.C.	46	53	99	33	35	68	4
180	8114	Annagh,	Belturbet, f.		R.C.	–	R.C.	–	143	143	–	94	94	4
181	8143	Kinnawley,	Uraghs, m.		R.C.	–	R.C.	132	–	132	73	–	73	3
182	8158	Lavey,	Dromaveigh, f.		R.C.	–	R.C.	–	78	78	–	51	51	2
183	8165	Templeport,	Munlough,		–	E.C.	R.C.	60	61	121	41	47	88	4
184	8167	Enniskeen,	Kingscourt, m.		R.C.	–	R.C.	131	–	131	80	–	80	4
185	8168	Do.	Do. f.		R.C.	–	R.C.	–	126	126	–	78	78	3
186	8189	Kinnawley,	Uraghs, f.		R.C.	–	R.C.	–	89	89	–	65	65	2
187	8271	Drung,	Cornakill, f.		–	R.C.	R.C.	62	94	156	33	65	98	3
188	8273	Do.	Lisboduff, m.		–	R.C.	R.C.	90	–	90	57	–	57	2
189	8299	Do.	Cornakill, m.		–	R.C.	R.C.	50	–	50	33	–	33	b1
190	8305	Templeport,	Drumharrin,		R.C.	–	R.C.	49	47	96	29	35	64	3
191	8312	Drumlumman,	Kilcogy, m.		R.C.	–	R.C.	191	–	191	121	–	121	5
192	8313	Do.	Do. f.		R.C.	–	R.C.	–	134	134	–	92	92	3
193	8314	Castlerahan,	Mullaghmore,		R.C.	–	R.C.	98	72	170	64	48	112	5
194	8351	Drung,	Lisboduff, f.		R.C.	–	R.C.	–	103	103	–	62	62	2
195	8432	Kildrumsherdan,	Drumnatrade,		R.C.	–	R.C.	50	58	108	28	34	62	2
196	8447	Do.	Ashfield,		E.C.	–	E.C.	76	40	116	48	24	72	3
197	8453	Annagcliffe,	Crubany, m.		R.C.	–	R.C.	93	–	93	63	–	63	3
198	8460	Crosserlough,	Rassan,		R.C.	–	R.C.	87	53	140	61	40	101	4
199	8468	Denn,	Cornaseer,		E.C.	–	E.C.	76	37	113	55	23	78	3
200	8485	Urney,	Cavan Inst. evg.		R.C.	–	R.C.	170	–	170	56	–	56	1
201	8488	Munterconnaught,	Ballydurron, m.		R.C.	–	R.C.	98		98	78	–	78	4
202	8489	Do.	Do. f.		R.C.	–	R.C.	–	127	127	–	69	69	3
203	8491	Kilmore,	Drumcor, m.		R.C.	–	R.C.	60	–	60	44	–	44	2
204	8567	Castlerahan,	BarconyRobinson,m.		R.C.	–	R.C.	110	–	110	63	–	63	3
		Do.	Do. evg.		–	–	–	66	–	66	46	–	46	2
205	8568	Kilmore,	Drumcor, f.		R.C.	–	R.C.	–	64	64	–	38	38	1
206	8598	Knockbride,	Tonyfoyle,		R.C.	–	R.C.	40	45	85	22	28	50	2
207	8622	Drung,	Maghera,		E.C.	–	E.C.	57	68	125	32	41	73	2
208	8639	Annagcliffe,	Crubany, f.		R.C.	–	R.C.	–	63	63	–	46	46	2
209	8660	Templeport,	Lisnover,		E.C.	–	E.C.	28	42	70	20	29	49	2
210	8713	Do.	Cornacleigh,		–	E.C.	R.C.	48	38	86	36	28	64	3
211	8789	Bailieborough,	Bailieborough,		R.C.	–	R.C.	75	50	125	47	30	77	3
212	8806	Urney,	Cavan, No. 2, m.		R.C.	–	R.C.	169	–	169	100	–	100	4
213	8815	Mullagh,	Mullagh, f.		R.C.	–	R.C.	–	88	88	–	60	60	3
214	8848	Kildrumsherdan,	Tullyvin, f.		R.C.	–	R.C.	–	80	80	–	60	60	2
215	8936	Castlerahan,	Garriross,		R.C.	–	R.C.	59	46	105	46	39	85	4
216	8948	Drumlane,	Miltown, m.	v.t.	R.C.	–	R.C.	39	27	66	34	24	58	2
217	8949	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	45	45	–	42	42	3
218	8978	Knockbride,	Latsey,		–	Pres.	Pres.	36	35	71	23	25	48	1
219	9034	Killinagh,	Cornagee,		R.C.	–	R.C.	38	46	84	31	41	72	3
220	9108	Bailieborough,	Lisball, temp.		–	E.C.	E.C.	33	22	55	29	17	46	2
221	9109	Larah,	Clifferna, f.		R.C.	–	R.C.	–	91	91	–	60	60	2
222	9127	Kildrumsherdan,	Lamgelton,		R.C.	–	R.C.	28	62	90	22	47	69	3
223	9149	Kinawley,	Swanlinbar, No. 2,		E.C.	–	E.C.	56	32	88	47	30	77	5
224	9204	Knockbride,	Turfad,		R.C.	–	R.C.	43	46	89	30	35	65	3
225	9205	Larah,	Tullyunshin,		R.C.	–	R.C.	58	44	102	50	39	89	3
			Total of Ordinary Schools, 225,					13,159	11,368	24,527	8,516	7,519	16,035	7,57

a Residence free.

863.—Province of Ulster : County of Cavan—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21	17	17	8	–	63	10·9	0 11 3	—	—	12 10 0	0 9 6	—	0 9 6	
10	10	11	4	1	36	9·1	0 7 5	—	—	18 0 0	1 1 7	—	1 1 7	
15	12	10	13	1	51	9·9	0 6 9	—	—	24 13 4	1 12 2	—	1 12 2	
17	22	13	10	–	62	9·6	0 10 1	—	—	28 0 0	3 2 1	—	3 2 1	
46	29	8	1	5	89	10·	0 18 6	—	1 0 0	18 0 0	0 16 0	—	0 16 0	
30	33	30	17	13	123	10·	1 1 8	—	—	24 3 4	0 16 6	—	0 16 6	
26	24	15	4	5	74	9·8	0 8 5	—	2 15 0	24 0 0	0 15 0	—	0 15 0	
37	25	29	–	6	97	10·5	2 1 5	—	—	33 3 4	8 1 6	—	8 1 6	
24	17	24	10	3	78	8·8	1 0 7	—	1 10 0	19 10 0	—	—	—	
16	17	19	11	4	67	10·3	1 4 5	—	—	23 18 4	1 14 6	—	1 14 6	
60	7	4	–	–	71	5·3	0 6 3	—	—	18 9 0	1 5 7	—	1 5 7	
21	25	19	7	1	73	9·5	0 18 7	—	—	44 11 8	5 14 11	—	5 14 11	
37	7	14	7	2	67	10·5	0 13 7	—	2 0 0	26 1 8	2 10 0	—	2 10 0	
19	21	5	17	5	67	11·3	—	—	—	20 0 0	0 11 6	—	0 11 6	
17	28	15	20	4	84	11·	0 10 5	—	—	32 0 0	1 12 6	12 0 0	[a]13 12 6	
29	28	9	13	15	94	10·1	1 3 3	—	—	34 18 4	5 13 6	—	5 13 6	
30	22	22	10	10	94	10·7	1 0 6	—	—	28 10 0	5 4 1	—	5 4 1	
23	18	16	5	4	66	10·3	—	—	1 0 0	22 1 8	0 19 6	—	0 19 6	
42	34	37	13	4	130	10·3	0 11 4	—	—	18 6 8	0 4 6	—	0 4 6	
20	23	19	7	2	71	11·2	1 13 3	1 10 0	—	19 10 0	0 11 1	—	0 11 1	
–	–	–	–	–	–		0 10 7	1 10 0	—	28 0 0	—	—	—	
33	27	14	5	–	79	9·	0 7 0	1 10 0	—	24 0 0	0 6 6	—	0 6 6	
68	49	16	17	17	167	10·3	1 4 1	1 17 6	—	38 0 0	1 12 0	—	1 12 0	
44	42	20	10	2	118	10·2	0 10 0	1 17 6	—	23 13 4	—	—	—	
65	39	19	13	2	138	9·	0 19 5	1 17 6	—	39 10 10	2 6 3	—	2 6 3	
27	22	16	15	–	80	10·3	0 14 10	1 10 0	3 10 0	20 0 0	0 13 0	—	0 13 0	
21	21	24	10	–	76	9·2	0 7 0	1 10 0	—	16 0 0	1 17 0	—	1 17 0	
16	29	17	15	6	83	10·	1 9 5	1 17 6	—	24 0 0	7 1 4	7 10 0	[b]14 11 4	
25	23	23	9	3	83	10·	0 14 5	5 10 4	—	26 0 0	2 18 8	—	2 18 8	
34	42	31	8	4	119	9·	0 15 4	1 17 6	1 0 0	30 18 4	0 16 8	—	0 16 8	
25	34	15	9	–	83	9·9	0 16 6	1 17 6	—	30 0 0	4 0 0	1 10 0	[b]5 10 0	
10	24	21	13	7	75	15·6	—	—	—	5 0 0	1 9 10	—	1 9 10	
27	18	15	14	11	85	9·5	1 1 9	—	—	32 13 4	2 1 6	—	2 1 6	
14	21	10	4	7	56	9·5	0 18 10	—	—	24 8 4	1 9 6	—	1 9 6	
14	19	13	5	–	51	10·	0 13 9	—	—	22 10 0	1 10 0	—	1 10 0	
31	22	8	10	4	75	9·5	—	—	—	—	2 4 0	—	2 4 0	
4	9	15	12	13	53	20·	0 7 0	4 0 0	—	27 15 0	1 4 4	—	1 4 4	
15	20	7	4	–	46	10·5	—	—	—	16 0 0	0 4 11	—	0 4 11	
27	15	9	2	–	53	9·3	0 12 3	—	—	16 3 4	1 12 0	—	1 12 0	
42	11	27	18	–	98	9·4	0 14 1	—	—	28 5 0	—	18 0 0	[b]18 0 0	
27	13	16	3	–	59	8·1	0 10 3	—	—	14 0 0	1 19 0	—	1 19 0	
13	11	11	12	8	55	10·	0 14 0	—	—	20 0 0	—	10 0 0	10 0 0	
20	24	18	5	–	67	9·8	3 10 2	—	—	23 0 0	2 0 0	11 0 0	13 0 0	
30	35	12	5	3	85	10·7	—	—	—	28 10 0	0 19 1	—	0 19 1	
58	53	–	–	–	111	8·2	2 1 11	—	3 0 0	26 0 0	7 0 8	—	7 0 8	
21	24	8	8	7	68	10·4	0 11 1	—	—	24 0 0	2 15 1	—	2 15 1	
13	18	20	7	1	59	10·1	0 19 3	—	2 10 0	26 5 0	1 9 1	—	1 9 1	
48	38	15	9	–	110	8·8	1 10 4	4 0 0	—	35 5 0	1 11 6	—	[b]1 11 6	
20	14	9	6	2	51	14·7	—	4 10 0	—	—	2 1 6	—	2 1 6	
15	13	17	–	–	45	9·9	—	4 10 0	—	—	0 1 0	—	0 1 0	
28	16	4	6	–	54	9·1	0 13 0	—	—	20 10 0	—	—	—	
30	14	26	6	–	76	11·5	0 13 1	4 10 0	—	16 5 0	0 10 0	—	0 10 0	
19	27	7	1	1	55	7·7	0 19 3	4 0 0	—	21 6 8	0 16 0	—	0 16 0	
17	28	16	8	8	77	8·5	1 7 1	4 0 0	—	14 6 8	0 19 4	—	0 19 4	
31	38	21	–	–	90	11·2	1 0 0	4 0 0	—	11 10 0	2 0 11	—	2 0 11	
37	24	18	9	–	88	10·	2 10 6	4 10 0	—	5 0 0	0 12 0	6 0 0	6 12 0	
29	25	18	11	3	86	9·7	0 15 3	4 10 0	—	10 0 0	0 10 6	—	0 10 6	
35	30	21	11	5	102	9·3	0 16 3	5 0 0	—	1 5 0	0 5 0	—	0 5 0	
6,202	5,181	3,491	2,447	1,188	18,609		261 18 0	163 14 10	147 5 0	6,172 9 11	476 3 1	143 15 0	619 18 1	

b Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st Decemb

MODEL, AGRICULTURAL, CONVE

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily
								Males.	Females	Total.	Males.	Females	Total.	
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	5627	Bailieboro', .	Bailieboro' District Model, m.	v.c.	–	Coms. of Nat. Ed.	Pres.	102	–	102	70	–	70	5
2	5628	Do. . .	Do. . . f.	v.c.	–		R.C.	–	108	108	–	71	71	5
3	8514	Do. . .	Do. . . i.	v.c.	–		R.C.	34	33	67	23	20	43	3
4	4942	Drung, . .	Drung Ord. Ag. .		R.C.		R.C.	124	–	124	58	–	58	3
5	6857	Killiukere, .	Termon, do. .		–	R.C.	R.C.	123	103	226	83	68	151	6
6	8490	Urney, . .	Cavan Convent, i.		R.C.		R.C.	131	306	437	85	224	309	15
7	3420	Annagcliffe, .	Cavan Workhouse,		–	P.L.G.	E.C.	78	63	141	51	36	87	6
8	3417	Bailieboro', .	Bailieboro' do.		–		R.C.	43	38	81	27	23	50	3
9	3644	Drumgoon, .	Cootehill do.		–		R.C.	55	52	107	22	29	51	3
10	6910	Templeport, .	Bawnboy do.		–		E.C.	88	67	155	40	34	74	6
			Total of Special Schools, 10, .					778	770	1,548	459	505	964	56
			Grand Total for Co. Cavan, 235,					13,937	12138	26,075	8,975	8,024	16,999	8,14

COUNTY O

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	159	Culdaff, . .	Ballycharry, .		R.C.	–	R.C.	78	64	142	60	47	107	4
2	160	Do. . .	Bocan, . m.	B.	R.C.	–	R.C.	178	–	178	95	–	95	4
3	161	Do. . .	Carramore, . .	v.t.	R.C.	–	R.C.	82	71	153	52	49	101	5
4	163	Clonlea, . .	Murlog, . .	v.t.	R.C.	–	R.C.	23	57	80	19	48	67	3
5	165	Do. . .	Cloghfin, . .	v.t.	R.C.	–	R.C.	54	36	90	40	29	69	2
6	166	Do. . .	Ballybogan, . .	v.t.	R.C.	–	R.C.	53	40	93	40	27	67	3
7	167	Cloncha, . .	Aughaclay, . .		R.C.	–	R.C.	97	61	158	54	44	98	3
8	168	Do. . .	Malinhead, . .	v.t.	–	R.C.	R.C.	100	86	186	72	52	124	5
9	170	Donagh, . .	St. Patrick's, m.		R.C.	–	R.C.	138	–	138	83	–	83	4
10	171	Do. . .	Craigtown, . .	v.t.	R.C.	–	R.C.	56	61	117	34	33	67	2
11	172	Fahan, Lower, .	Cockhill, . .	v.t.	R.C.	–	R.C.	120	77	197	72	45	117	5
12	174	Muff, . .	Clunelly, . .	v.t.	R.C.	–	R.C.	72	31	103	36	16	52	2
13	175	Mevagh, . .	Aghadachor, .	A.	R.C.	–	R.C.	57	39	96	28	18	46	2
14	178	Moville, Upper,	Drung, . .		R.C.	–	R.C.	92	84	176	34	40	74	3
15	182	Moville, Lower,	Gulladuff, . .		R.C.	–	R.C.	41	29	70	20	19	39	2
16	183	Do. . .	Glenagiveny, .		R.C.	–	R.C.	86	69	155	39	38	77	3
17	1164	Tullaghobegly,	Derrybeg, . .	A.	R.C.	–	R.C.	148	80	228	70	35	105	5
18	1235	Conwal, . .	Letterkenny, m.	v.t.	R.C.	–	R.C.	118	–	118	75	–	75	4
19	1237	Clonmany, .	Gaddyduff, . m.	v.t.	R.C.	–	R.C.	219	–	219	106	–	106	3
20	1238	Clonlea, . .	Porthall, . .	v.t.	R.C.	–	R.C.	70	41	111	52	29	81	4
21	1239	Donagh, . .	Glassalts, . .	v.t.	R.C.	–	R.C.	95	109	204	49	58	107	4
22	1240	Kilcar, . .	Keonaghan, .	v.t.	R.C.	–	R.C.	122	89	211	79	67	146	8
23	1241	Moville, Upper,	Ballyrattan, .	v.t.	E.C.	–	E.C.	39	39	78	19	23	42	2
24	1242	Do. . .	Cabry, . .		E.C.	–	E.C.	52	28	80	31	21	52	2
25	1360	Killaghtee, .	Croagh, . .	v.t.	R.C.	–	R.C.	103	59	162	47	22	69	3
26	1361	Do. . .	Castletown, . .	v.t.	R.C.	–	R.C.	56	37	93	33	21	54	2
27	1362	Mevagh, . .	Carrick,[b] . .	v.t.	–	E.C.	–	–	–	–	–	–	–	–
28	1363	Donaghmore, .	Gortichar, . .	v.t.	–	R.C.	R.C.	69	47	116	56	43	99	3
29	1364	Kiltevock, .	Cloghan, . .	v.t.	E.C.	–	E.C.	61	30	91	39	18	57	2
30	1471	Kilmacrenan, .	Carrownaganonagh,	v.c.	–	E.C.	R.C.	83	55	138	61	42	103	3
31	1472	Fahan, Upper, .	Birdstown, . .		E.C.	Pres.	Pres.	67	48	115	46	25	71	4
32	1532	Donegal, . .	Leghawny, . .		Pres.	–	Pres.	101	85	186	49	40	89	3
33	1533	Kilmacrenan .	Cashel, . .		E.C.	–	R.C.	93	76	169	40	35	75	3
34	1572	Fahan, Lower, .	Dumfries, . .		R.C.	–	R.C.	60	42	102	39	29	68	3
35	1573	Dysertgeney, .	Meenagh, . .	v.t.	R.C.	–	R.C.	147	77	224	73	48	121	5
36	1574	Fahan, Lower, .	Lower Illies, .	v.t.	R.C.	–	R.C.	70	67	137	38	43	81	2
37	1620	Donaghmore, .	Cooladawson, .	v.t.	R.C.	–	R.C.	31	27	58	26	22	48	2

[b] Residence free.

1863.—Province of Ulster: County of Cavan—*continued.*

and Poor Law Union Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	19	12	9	32	73	12·2	9 12 3	2 6 8	} —	517 13 6	47 3 2	—	47 3 2	
1	12	29	20	21	83	12·	2 5 0	—						
27	22	3	–	–	52	5·5	—	—						
15	41	22	17	4	99	11·7	1 11 4	—	—	33 0 0	2 12 3	—	2 12 3	
59	55	31	16	11	172	9·3	1 0 3	—	5 0 0	61 0 0	1 14 8	—	1 14 8	
196	77	44	11	6	334	10·3	3 6 1	0 19 0	7 0 0	85 13 9	2 10 6	—	2 10 6	
65	24	12	3	4	108	7·1	0 16 5	1 10 0	—	—	—	—	—	
32	9	10	4	–	55	7·2	0 6 0	1 10 0	2 10 0	—	—	—	—	
26	18	5	3	–	52	7·5	1 2 6	—	—	—	—	—	—	
62	16	3	3	3	87	8·2	5 3 2	1 17 6	4 10 0	—	—	—	—	
484	293	171	86	81	1,115		25 3 0	8 3 2	19 0 0	697 7 3	54 0 7	—	54 0 7	
6,786	5,474	3,662	2,533	1,269	19,724		287 1 0	171 18 0	166 5 0	6,869 17 2	530 3 8	143 15 0	673 18 8	

DONEGAL—285 Schools.

54	39	20	14	5	132	10·5	1 4 5	—	—	46 13 4	2 19 10	—	2 19 10	
24	38	24	8	12	106	9·5	2 9 6	—	—	43 8 4	5 0 0	—	5 0 0	
35	52	12	14	6	119	9·	0 12 0	—	—	48 0 0	4 10 9	—	4 10 9	
39	9	10	14	–	72	9·2	1 0 0	1 10 0	—	24 0 0	0 12 0	—	0 12 0	
56	10	3	6	–	75	9·9	1 16 4	1 10 0	—	15 0 0	4 7 4	—	4 7 4	
40	19	14	9	2	84	8·7	1 1 9	1 10 0	—	15 0 0	2 17 9	—	2 17 9	
49	48	19	8	5	129	9·9	0 11 1	—	—	25 3 4	1 17 3	—	1 17 3	
84	46	25	9	–	164	11·5	0 10 11	1 10 0	1 10 0	34 0 0	8 0 0	1 0 0	[b]9 0 0	
25	35	21	13	10	104	10·6	1 18 11	—	1 10 0	39 0 0	2 3 7	—	2 3 7	
36	25	18	8	2	89	9·1	0 13 0	—	—	28 0 0	5 5 2	—	5 5 2	
60	41	26	16	3	146	8·8	1 19 9	—	—	44 2 2	5 8 10	—	5 8 10	
30	7	9	7	2	55	8·8	—	1 10 0	—	18 0 0	0 12 0	—	0 12 0	
15	23	22	11	4	75	10·8	0 7 6	1 10 0	—	18 0 0	2 15 0	—	2 15 0	
52	28	9	11	2	102	8·7	0 19 11	—	—	24 0 0	2 16 11	1 5 0	4 1 11	
14	26	5	–	–	45	7·6	—	—	—	24 0 0	5 3 0	—	5 3 0	
65	37	14	7	–	123	9·1	1 0 2	—	—	18 0 0	1 0 0	—	1 0 0	
88	43	9	14	3	157	11·4	1 19 11	—	—	29 6 8	2 8 0	—	2 8 0	
35	25	27	9	6	102	9·4	4 7 7	—	1 10 0	57 16 8	13 4 7	—	13 4 7	
83	43	10	9	1	146	10·7	2 0 0	1 10 0	—	26 6 8	2 19 7	—	2 19 7	
41	36	11	5	6	99	9·8	1 0 3	—	1 0 0	28 8 4	6 7 0	—	6 7 0	
48	40	23	8	4	123	10·1	1 15 1	1 10 0	—	50 0 0	4 1 2	—	4 1 2	
72	41	23	22	21	179	9·3	1 10 0	8 2 11	2 10 0	76 15 0	3 17 6	5 0 0	8 17 6	
18	13	14	4	2	51	9·3	1 18 9	—	—	35 13 4	2 10 0	10 0 0	[a]12 10 0	
26	24	6	2	–	58	11·5	1 7 0	—	—	32 0 0	7 16 0	10 0 0	17 16 0	
38	36	22	19	16	131	11·7	2 2 1	—	—	66 16 8	3 10 9	5 10 0	9 0 9	
34	28	20	11	–	93	10·	0 11 1	—	—	18 0 0	3 0 3	5 0 0	8 0 3	
–	–	–	–	–	–	–	—	—	—	12 5 0	—	—	—	
56	18	21	7	6	108	10·1	0 15 3	—	—	24 0 0	—	—	0 19 6	
24	14	17	8	–	63	11·9	—	—	—	29 6 8	1 5 0	4 0 0	[a]5 5 0	
33	24	20	14	12	103	12·2	1 0 0	—	1 0 0	28 16 8	4 15 0	1 5 0	6 0 0	
26	37	16	10	3	92	9·5	1 6 11	—	—	28 0 0	11 7 4	1 0 0	12 7 4	
53	69	9	8	1	140	11·	1 4 1	—	1 0 0	24 0 0	0 11 0	—	0 11 0	
37	52	24	8	2	123	10·5	1 10 9	—	1 0 0	30 16 8	4 10 0	—	4 10 0	
38	17	18	3	3	79	9·5	1 7 6	—	—	58 0 0	3 19 9	1 0 0	4 19 9	
58	34	24	12	–	128	9·5	1 3 8	—	—	20 0 0	3 0 0	—	[a]3 0 0	
35	16	13	11	–	75	8·9	—	—	—	36 0 0	2 8 0	1 10 0	[a]3 18 0	
17	10	9	14	–	50	9·9	0 19 0	1 10 0	—	24 0 0	2 10 0	—	2 10 0	

[b] School temporarily closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
38	1621	Killybegs, Upper,	Fintra, . .	V.T.	R.C.	–	R.C.	92	68	160	66	48	114	41
39	1622	Convoy, . .	Broadpath, . .		R.C.	–	R.C.	46	28	74	31	16	47	16
40	1733	Lower Killybegs,	Ardara, . m.	V.T.	E.C.	–	E.C.	90	–	90	59	–	59	40
41	1734	Inniskeel, .	Mullamore, . .	V.T.	R.C.	–	R.C.	75	60	135	51	39	90	42
42	1735	Killybegs, Upper,	Killybegs, . .	V T	R.C.	–	R.C.	55	48	103	35	31	66	37
43	1737	Raphoe, . .	Rooskey, . .	V.T.B.	R.C.	–	R.C.	92	46	138	54	30	84	47
44	1738	Cloncha, . .	Coolkinny, . .		R.C.	–	R.C.	85	77	162	43	43	86	40
45	1805	Clonmany, .	Rasheny, . .	V.T.	–	E.C.	R.C.	75	29	104	43	17	60	23
46	1806	Do. . .	Beltra, . .	V.T.	R.C.	–	R.C.	66	47	113	33	27	60	24
47	1807	Do. . .	Tiernasligo, .	V.T.	R.C.	–	R.C.	135	86	221	72	51	123	57
48	1923	Donaghmore, .	Drummurphy, .		Pres.	–	Pres.	30	21	51	26	18	44	26
49	1964	Do. . .	Castlefin, . .		R.C.	–	R.C.	92	115	207	50	79	129	63
50	1968	Kilmacrennan, .	Leiter, . .		E.C.	–	Pres.	58	66	124	36	39	75	31
51	2049	Burt, . .	Burt, No. 1, .		R.C.	–	R.C.	53	33	86	33	23	56	33
52	2054	Killybegs, Upper,	Meenavalley, .		R.C.	–	R.C.	52	41	93	41	32	73	34
53	2055	Donagh, . .	Glentogher, . .	V.T.	R.C.	–	R.C.	67	48	115	35	33	68	25
54	2056	Conwal, . .	Glencar, . .	V.T.	R.C.	–	R.C.	60	35	95	35	25	60	28
55	2130	Lower Killybegs,	Ardara, . f.		E.C.	–	E.C.	–	148	148	–	80	80	45
56	2131	Culdaff, . .	Dristeran, . .	V.T.	R.C.	–	R.C.	70	76	146	34	46	80	38
57	2146	Tullaghobegly, .	Gortahork, . .	B.	R.C.	–	R.C.	123	97	220	57	53	110	59
58	2147	Clondavaddog, .	Ballymichael,[b] .		–	E.C.	–	–	–	–	–	–	–	–
59	2251	Stranorlar, .	Dooish, . .	V.T.	R.C.	–	R.C.	58	34	92	31	19	50	27
60	2252	Killynard, .	Donegal, . m.	V.T.	–	R.C.	Pres.	136	–	136	84	–	84	57
61	2253	Killynard, .	Do. . . f.	V.T.	–	R.C.	Pres.	29	126	155	13	75	88	57
62	2260	Reymunterdoney,	Ballyboe, . .	A.	R.C.	–	R.C.	81	65	146	39	29	68	32
63	2336	Conwal, . .	Letterkenny, f.	V.T.	R.C.	–	R.C.	–	70	70	–	47	47	30
64	2369	Inniskeel, .	Glenties, . .	V.T.	–	E.C.	R.C.	85	56	141	60	34	94	49
65	2388	Muff, . .	Ture, . . .	V.T.	R.C.	–	R.C.	51	54	105	30	27	57	27
66	2406	Kilcar, . .	Shalvey, . .	V.T.	R.C.	–	E.C.	59	51	110	38	36	74	31
67	2407	Fahan, Lower, .	Ballymacarrey, .	V.T.	R.C.	–	R.C.	90	74	164	51	45	96	53
68	2445	Clonmany, .	Gaddyduff, . f.	V.T.	R.C.	–	R.C.	–	128	128	–	60	60	25
69	2471	Donaghmore, .	Crossroads, No. 2,		R.C.	–	R.C.	51	40	91	43	31	74	37
70	2475	Do. . .	Knock, . .		–	E.C.	R.C.	38	24	62	27	16	43	25
71	2480	Tullyaughnish,	Ramelton, . m.		Pres.	–	Pres.	89	–	89	57	–	57	31
72	2527	Gartan, . .	Drumsallagh, .		R.C.	–	R.C.	64	32	96	51	27	78	54
73	2564	Tullyaughnish,	Ramelton, . f.		Pres.	–	Pres.	–	158	158	–	108	108	59
74	2585	Inver, . .	Drumbarrow, .	V.T.	–	E.C.	R.C.	57	37	94	34	19	53	27
75	2615	Drumhom, .	Ballintra, . m.		R.C.	–	R.C.	90	–	90	49	–	49	27
76	2658	Inniskeel, .	Cronaghbois, .		R.C.	–	R.C.	100	–	100	69	–	69	32
77	2673	Burt, . .	Carrowan, . .		Pres.	–	Pres.	46	23	69	32	15	47	28
78	2680	Muff, . .	Threetrees, . .		Pres.	–	E.C.	27	28	55	23	20	43	23
79	2877	Inniskeel, .	Drumboghill, .		R.C.	–	R.C.	58	40	98	32	27	59	23
80	2903	Urney, . .	Alt, No. 1, . .	V.T.	R.C.	–	R.C.	60	35	95	36	22	58	29
81	2988	Cloncha, . .	Malin, . .		–	E.C.	Pres.	100	78	178	68	43	111	43
82	3076	Kilcar, . .	Goguish, . .		R.C.	–	R.C.	104	57	161	61	39	100	62
83	3134	Kilbarron, .	Greevy, . .	A.	R.C.	–	R.C.	55	33	88	35	20	55	33
84	3137	Ardara, . .	Loughriespoint, f.		E.C.	–	E.C.	–	65	65	–	60	60	29
85	3160	Fahan, Lower, .	Tullydish, . .	V.T.	R.C.	–	R.C.	70	60	130	36	31	67	24
86	3191	Donaghmore, .	Dreenan, . .		R.C.	–	R.C.	44	62	106	35	49	84	51
87	3294	Tullaghobegly, East, . .	Cashelnagorr, .	A.	R C.	–	R.C.	69	58	127	40	37	77	40
88	3310	Leek, . .	Knockbrack, f.		R.C.	–	R.C.	36	58	94	24	40	64	30
89	3391	Urney, . .	Alt, No. 2, . .		Pres.	–	Pres.	50	40	90	37	24	61	31
90	3454	Clondavaddog, .	Drumfad, . .		Pres.	–	Pres.	120	65	185	75	33	108	46
91	3470	Moville, Lower,	Shrove, . .		R.C.	–	R.C.	69	42	111	42	30	72	35
92	3492	Do. . .	Moville, . .	A.	E.C.	–	E.C.	57	39	96	34	23	57	34
93	3499	Kilcar, . .	Crove, . .		R.C.	–	R.C.	25	18	43	23	16	39	25
94	3500	Inniskeel, .	Brackey, . .		R.C.	–	R.C.	57	28	85	39	14	53	25
95	3523	Kilmacrenan, .	Edencarnan, .		E.C.	–	R.C.	38	55	93	21	34	55	25
96	3606	Raphoe, . .	Glenmacquin, .		R.C.	–	R.C.	73	50	123	51	34	85	30
97	3657	Innismacsaint, .	Drumnagrough, .		–	R.C.	R.C.	48	41	89	36	31	67	33
98	3687	Convoy, . .	Lissinisk,[b] . .		R.C.	–	–	–	–	–	–	–	–	–
99	3689	Innismacsaint, .	Bundoran, . m.		R.C.	–	R.C.	96	–	96	60	–	60	39

[a] Residence free.

[b] School closed temporarily.

1863.—Province of Ulster: County of Donegal—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
60	46	17	14	5	142	10·8	0 12 1	—	2 0 0	42 0 0	0 10 0	5 0 0	5 10 0	
19	17	12	4	2	54	9·7	—	—	—	24 0 0	1 2 0	—	1 2 0	
22	19	9	12	8	70	10·	1 1 5	—	2 0 0	43 15 0	2 12 4	—	a2 12 4	
36	38	7	10	4	95	11·2	1 4 0	1 17 6	1 10 0	29 15 0	5 2 9	—	5 2 9	
37	20	18	6	3	84	10·	0 19 7	—	5 0 0	32 10 0	2 0 6	10 10 0	a12 10 6	
37	30	14	11	10	102	10·	1 0 6	—	—	45 10 0	7 3 2	—	7 3 2	
44	25	14	15	2	100	10·7	0 16 2	—	—	24 0 0	3 8 6	—	3 8 6	
40	28	13	6	–	87	10·6	0 10 2	1 10 0	—	36 16 8	2 12 5	2 0 0	a4 12 5	
39	36	3	2	–	80	9·4	0 6 3	1 10 0	—	28 0 0	—	—	—	
57	52	19	12	–	140	9·7	1 16 8	—	3 0 0	42 0 0	5 4 10	—	5 4 10	
14	8	13	5	–	40	10·	0 11 6	—	—	24 0 0	2 15 0	6 0 0	8 15 0	
41	36	28	14	22	141	10·5	7 3 9	0 19 0	—	68 3 4	6 16 0	—	6 16 0	
25	16	24	26	1	92	11·	1 11 0	—	—	18 0 0	3 9 0	—	3 9 0	
31	14	11	9	–	65	10·	0 16 0	1 10 0	—	28 0 0	5 10 11	—	5 10 11	
35	16	16	15	–	82	10·3	0 12 7	—	—	28 0 0	1 7 10	5 0 0	6 7 10	
26	25	24	7	3	85	9·	0 10 10	—	—	32 0 0	5 9 5	—	5 9 5	
15	22	18	17	–	72	10·	0 7 0	—	1 10 0	24 0 0	2 8 0	2 2 0	4 10 0	
42	22	14	2	4	84	7·8	0 16 4	—	—	41 8 4	—	—	—	
45	26	11	12	–	94	9·5	3 3 3	—	—	51 15 0	0 19 8	—	0 19 8	
87	33	18	14	4	156	8·	1 10 9	—	—	46 10 0	—	—	—	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
32	17	16	6	9	80	9·8	0 16 1	—	1 0 0	35 13 4	2 0 10	—	a2 0 10	
29	22	22	12	13	98	10·5	8 15 2	—	3 0 0	49 16 8	2 4 10	10 0 0	12 4 10	
50	33	10	15	4	112	9·3	0 13 9	—	—	34 0 0	3 7 7	7 0 0	10 7 7	
86	22	11	6	3	128	7·5	0 7 0	1 10 0	—	34 2 6	—	—	—	
22	20	7	9	–	58	8·7	0 11 6	—	—	26 0 0	2 10 10	—	2 10 10	
61	27	12	4	8	112	9·2	1 9 4	—	1 0 0	51 16 8	5 4 10	—	5 4 10	
22	31	21	10	–	84	8·9	1 5 1	—	1 0 0	28 0 0	2 0 5	3 0 0	5 0 5	
36	38	16	10	2	102	10·	0 13 1	—	—	24 0 0	0 12 0	5 0 0	5 12 0	
37	27	25	14	12	115	9·5	1 0 9	—	—	52 0 0	1 18 6	—	1 18 6	
61	18	13	3	–	95	9·8	2 0 2	1 10 0	3 0 0	34 0 0	1 16 4	—	1 16 4	
35	25	17	5	3	85	9·2	2 2 0	—	—	18 0 0	1 8 6	—	1 8 6	
19	16	4	7	5	51	9·5	—	—	—	18 0 0	0 18 0	—	0 18 0	
27	20	5	9	6	67	9·6	2 10 11	1 2 6	4 0 0	49 13 4	6 6 3	0 18 4	7 4 7	
28	24	13	8	5	78	13·5	0 10 0	1 10 0	1 10 0	24 0 0	0 16 0	—	0 16 0	
35	36	16	18	13	118	8·	2 10 6	1 17 6	—	53 0 0	8 12 2	4 0 0	12 12 2	
27	27	18	7	1	80	10·6	1 2 2	1 10 0	—	24 0 0	2 12 7	—	2 12 7	
29	15	9	6	–	59	9·3	1 0 0	1 10 0	—	20 5 0	1 6 3	—	1 6 3	
20	31	24	4	4	83	10·4	0 15 3	1 10 0	—	28 0 0	1 4 6	5 0 0	6 4 6	
18	23	6	8	–	55	8·1	1 16 0	1 10 0	1 0 0	27 0 0	6 5 5	2 0 0	8 5 5	
–	–	–	–	–	–	–	—	1 10 0	—	10 0 0	—	—	—	
28	25	11	8	6	78	9·7	0 6 0	—	—	28 0 0	0 18 8	—	0 18 8	
17	20	13	8	7	65	9·3	—	—	—	32 0 0	3 7 10	2 0 0	5 7 10	
38	30	10	9	4	91	9·	1 4 11	—	1 10 0	37 2 2	4 1 2	—	4 1 2	
42	29	30	12	10	123	8·7	1 2 0	—	—	37 10 0	3 12 0	5 0 0	8 12 0	
12	20	10	10	5	57	9·1	1 0 10	—	—	34 8 4	3 1 6	—	3 1 6	
25	17	7	4	3	56	11·1	0 12 2	—	—	20 3 4	0 6 0	5 0 0	5 6 0	
22	34	16	10	–	82	9·4	1 9 7	—	—	31 10 0	1 5 0	—	1 5 0	
33	22	20	19	–	94	9·3	1 6 0	—	—	32 0 0	2 12 9	—	a2 12 9	
58	16	16	1	3	94	9·	0 13 8	1 10 0	—	28 0 0	—	—	—	
20	28	16	14	–	78	9·7	1 11 2	—	—	18 0 0	2 0 9	—	2 0 9	
15	17	19	18	–	69	8·7	1 19 3	—	—	18 0 0	1 4 0	—	1 4 0	
50	42	13	16	3	124	11·2	1 11 5	—	—	31 18 4	4 9 9	—	4 9 9	
39	11	16	19	–	85	10·4	0 10 4	—	—	24 0 0	6 5 10	5 0 0	11 5 10	
30	12	12	12	4	70	9·5	0 12 0	—	11 10 0	54 10 0	14 0 0	2 0 0	16 0 0	
22	10	4	1	3	40	9·7	0 10 3	1 10 0	—	17 5 0	—	5 0 0	5 0 0	
24	18	8	4	–	54	9·6	0 7 9	—	—	23 16 8	0 3 0	5 0 0	5 3 0	
22	12	8	11	–	53	8·	0 15 3	—	—	14 0 0	3 10 6	—	3 10 6	
35	23	13	16	4	91	12·3	0 6 8	—	—	23 10 0	3 17 9	—	3 17 9	
38	26	5	2	2	73	9·4	0 10 6	1 10 0	3 0 0	27 0 0	0 6 4	—	0 6 4	
–	–	–	–	–	–	–	—	—	—	15 15 0	—	—	—	
26	13	16	14	7	76	9·2	1 1 5	—	—	34 3 4	1 8 0	—	1 8 0	

e School closed latter portion of year.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
100	3703	Raphoe, . .	Ballyholey, . .		–	Pres.	Pres.	47	27	74	43	24	67	34
101	3718	Kilmacrennan, .	Legnahoory, .		E.C.	–	Pres.	64	38	102	41	23	64	32
102	3739	Templecrone, .	Dunglow, . m.		–	E.C.	R.C.	116	–	116	80	–	80	41
103	3743	Conwal, . .	Ellistrim, . .		E.C.	–	Pres.	46	49	95	20	26	46	16
104	3744	Do. . .	Bomany, . .		R.C.	–	R.C.	65	65	130	47	46	93	35
105	3854	Killynard, .	Ballydevitt, . .		R.C.	–	R.C.	90	40	130	41	22	63	24
106	3977	Inver, . .	Drumcoe, . .	v.T.	–	E.C.	E.C.	75	78	153	47	44	91	54
107	3978	Drumholm, .	Ballymagroarty, .	A.	–	E.C.	R.C.	59	46	105	36	27	63	32
108	4031	Innismacsaint, .	Bundoran, . f.		R.C.	–	R.C.	–	82	82	–	49	49	36
109	4032	Meevagh, .	Island Roy, . .		R.C.	–	R.C.	18	22	40	18	20	38	20
110	4033	Stranorlar, .	Stranorlar, . m.		R.C.	–	R.C.	51	–	51	36	–	36	20
111	4034	Do. . .	Do. . . f.		R.C.	–	R.C.	–	69	69	–	42	42	27
112	4036	Donaghmore, .	Carnower, . .		Pres.	–	Pres.	58	42	100	38	28	66	37
113	4037	Moville, Lower,	Carrowbeg, No. 1,		Pres.	–	Pres.	87	71	158	52	46	98	34
114	4143	All Saints, .	Crossroads, . .		Pres.	–	Pres.	47	31	78	27	18	45	24
115	4163	Moville, Lower,	Moville, . .		R.C.	–	R.C.	47	66	113	24	30	54	37
116	4361	Donegal, . .	Drumnahowl, .		–	E.C.	Pres.	50	55	105	27	34	61	26
117	4389	Inniskeel, .	Beagh, ,		R.C.	–	R.C.	46	21	67	32	14	46	27
118	4418	Innismacsaint, .	Carrickboy, m.	v.c.	R.C.	–	R.C.	120	–	120	74	–	74	52
119	4419	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	80	80	–	47	47	26
120	4420	Kilbarron, .	Ballyshannon, m.	v.c.	R.C	–	R.C.	140	–	140	81	–	81	45
121	4421	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	155	155	–	95	95	59
122	4422	Donaghmore, .	Gleneely, . .	v.c.	R.C.	–	R.C.	73	56	129	42	38	80	31
123	4583	Inniskeel, .	Clooney, . .		E.C.	–	R.C.	25	38	63	21	29	50	25
124	4608	Killaghtee, .	Bruckless, . .		–	E.C.	R.C.	60	63	123	42	41	83	42
125	4656	Raphoe, . .	Raphoe, . .		R.C.	–	R.C.	60	55	115	37	32	69	29
126	4667	Conwal, . .	Treantagh, . .		E.C.	–	Pres.	54	25	79	34	13	47	25
127	4738	Templecrone, .	Roshine, . .	v.c.	R.C.	–	R.C.	102	56	158	57	36	93	44
128	4739	Tullaghobegly, .	Gola, . .	v.c.	R.C.	–	R.C.	48	36	84	24	21	45	27
129	4740	Do. . .	Knockastoler, .	v.c.	R.C.	–	R.C.	95	64	159	71	39	110	49
130	4741	Do. . .	Dore, . . .	v.c.	R.C.	–	R.C.	78	48	126	46	19	65	34
131	4809	Templecrone, .	Keadue, . .		R.C.	–	R.C.	87	50	137	49	33	82	40
132	4929	Clondahorkey, .	Cashelmore,[b] .		–	E.C.	–	–	–	–	–	–	–	–
133	5004	Do. . .	Dunfanaghy, .		–	E.C.	E.C.	89	48	137	35	19	54	32
134	5164	Do. East,	Tory Island, .	v.c.	–	E.C.	R.C.	39	28	67	36	26	62	45
135	5166	Tullaghobegly, .	Bunaninver, .	v.c.	R.C.	–	R C.	67	36	103	40	21	61	40
136	5228	Moville, Lower,	Drumaweir, . m.		R.C.	–	R.C.	115	–	115	65	–	65	31
137	5243	Tullyaughnish,	Croaghan, . .		Pres.	–	Pres.	29	32	61	18	21	39	22
138	5272	Templecrone, .	Meenmore, . .		R.C.	–	R.C.	116	52	168	63	32	95	46
139	5273	Do. . .	Owey Island, .		R.C.	–	R.C.	17	14	31	16	13	29	19
140	5275	Do. . .	Acres, . .		R.C.	–	R.C.	80	50	130	42	30	72	38
141	5291	Innismacsaint, .	Dunmuckran, .		R.C.	–	R.C.	34	31	65	23	21	44	19
142	5362	Lower Killybegs,	Gortnacart, . .		E.C.	–	E.C.	44	51	95	31	39	70	31
143	5364	Kilcar, . .	Muckress, . .		R.C.	–	R.C.	92	52	144	46	29	75	38
144	5466	Templecrone, .	Rutland, . .		R.C.	–	R.C.	22	21	43	13	16	29	20
145	5579	All Saints, .	Newtowncunningham, . .		Pres.	–	Pres.	113	62	175	76	34	110	55
146	5652	Clondahorky, .	Kilmackilloo, .		–	E.C.	E.C.	86	64	150	41	39	80	21
147	5719	Tullyaughnish,	Ray, . . .		–	Pres.	R.C.	39	27	66	22	15	37	15
148	5734	Templecrone, .	Belcruit, . .	v.c.	R.C.	–	R.C.	86	73	159	47	43	90	51
149	5760	Muff, . .	Muff, . . .		–	E.C.	Pres.	85	71	156	61	50	111	70
150	5762	Innismacsaint, .	Ardfarna, . .		R.C.	–	R.C.	57	40	97	33	22	55	28
151	5862	Culdaff, . .	Bocan, . f.		R.C.	–	R.C.	–	87	87	–	65	65	38
152	5874	Kilbarron, .	Coolmore, . .	v.c.	R.C.	–	R.C.	52	53	105	34	34	68	40
153	5875	Do. . .	Cashelard, . .	v.c.	R.C.	–	R.C.	33	19	52	21	13	34	24
154	5890	Kiltevock, .	Letterbrick, .		R.C.	–	R.C.	75	33	108	47	16	63	33
155	5898	Tullyaughnish,	Bridge End, .		R.C.	–	R.C.	68	30	98	40	14	54	34
156	5899	Templecrone, .	Inishfree, . .		R.C.	–	R.C.	26	28	54	18	23	41	23
157	5995	Killaghtee, .	Drimduth, . .		E.C.	–	E.C.	79	34	113	32	19	51	24
158	6023	Stranorlar, .	Meen Bane, .		R.C.	–	R.C.	37	45	82	22	31	53	18
159	6062	Inver, . .	Letterfad, . .	v.c.	R.C.	–	R.C.	73	42	115	54	25	79	38
160	6063	Do. . .	Meentacreeghan, .	v.c.	R.C.	–	R.C.	72	37	109	36	19	55	24
161	6064	Do. . .	Glencoagh, . m.	v.c.	R.C.	–	R.C.	86	–	86	50	–	50	27

[a] Residence free.

[b] School closed temporarily.

1863.—Province of Ulster: County of Donegal—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
31	20	8	7	3	69	10·1	—	—	—	15 0 0	2 5 6	—	2 5 6	
18	21	18	10	8	75	11·5	1 9 4	1 10 0	—	28 0 0	4 5 7	—	4 5 7	
34	22	14	11	19	100	10·4	1 1 5	—	5 0 0	60 16 8	2 1 6	—	2 1 6	
28	9	15	13	–	65	10·5	0 10 3	1 10 0	—	8 15 0	4 4 0	—	4 4 0	
44	26	15	25	1	111	12·	0 10 0	—	1 10 0	45 6 8	2 10 0	—	2 10 0	
38	39	12	10	–	99	10·5	0 17 11	1 10 0	—	24 0 0	3 12 8	5 0 0	[a]8 12 8	
56	37	12	14	7	126	10·	1 6 6	—	—	40 0 0	7 10 4	—	7 10 4	
26	27	12	11	1	77	10·	0 10 0	—	—	30 1 8	2 10 0	—	2 10 0	
21	14	11	11	9	66	8·6	1 2 3	1 10 0	—	22 0 0	1 16 0	—	1 16 0	
10	6	3	14	3	36	15·	—	—	—	15 0 0	3 14 4	—	3 14 4	
11	6	12	9	6	44	10·9	0 12 6	1 10 0	3 10 0	38 0 0	1 9 5	—	1 9 5	
22	16	5	4	–	47	10·5	0 10 5	1 10 0	1 0 0	29 18 4	0 2 5	—	0 2 5	
26	19	10	9	4	68	9·5	1 1 0	1 10 0	—	30 10 0	6 11 6	—	6 11 6	
37	28	18	–	–	83	11·	0 7 0	1 10 0	—	13 10 0	2 10 6	5 0 0	7 10 6	
29	12	13	5	–	59	8·5	1 6 6	—	—	23 15 0	6 6 8	2 5 0	8 11 8	
38	15	14	11	–	78	9·6	1 13 2	1 10 0	—	36 0 0	5 0 6	5 0 0	10 0 6	
38	36	9	1	–	84	10·9	1 2 0	—	—	16 0 0	1 10 6	—	[a]1 10 6	
19	18	11	6	1	55	10·2	0 12 3	—	—	24 0 0	—	—	—	
35	25	16	3	8	87	9·1	2 0 3	0 19 0	10 10 0	51 15 0	6 8 5	—	6 8 5	
35	8	5	9	5	62	9·1	2 3 9	—	—	16 0 0	4 5 0	—	4 5 0	
33	21	28	11	14	107	11·8	1 7 6	—	7 10 0	45 6 8	4 11 6	—	4 11 6	
39	28	17	22	11	117	12·	1 18 8	—	5 0 0	46 10 0	4 1 6	—	4 1 6	
43	24	14	10	2	93	10·1	0 10 0	—	—	32 0 0	2 4 0	—	2 4 0	
29	14	5	2	2	52	10·3	0 10 7	—	—	18 0 0	1 5 0	—	1 5 0	
20	23	21	12	10	86	10·5	2 0 3	0 19 0	—	32 0 0	7 8 3	1 0 0	[a]8 8 3	
47	29	4	3	–	83	8·	0 18 7	—	—	24 0 0	5 2 4	—	5 2 4	
29	17	–	2	1	49	10·	0 7 2	—	—	18 0 0	1 14 0	4 10 0	6 4 0	
59	16	28	15	6	124	8·2	2 0 6	—	11 0 0	30 6 8	1 0 0	1 0 0	2 0 0	
43	13	4	–	–	60	8·7	—	1 10 0	—	13 5 0	—	—	—	
76	22	20	12	7	137	8·6	0 13 0	—	1 10 0	38 15 0	3 0 0	—	3 0 0	
84	18	7	2	6	117	7·9	0 15 2	—	—	24 0 0	—	—	—	
74	23	6	7	3	113	7·5	0 11 11	—	—	36 0 0	1 10 0	—	1 10 0	
–	–	–	–	–	–	–	–	—	—	—	—	—	—	
18	13	22	19	7	79	9·6	1 10 3	—	—	20 16 8	[c]0 17 6	4 0 0	4 17 6	
36	14	9	2	5	66	9·7	0 14 6	1 10 0	—	19 0 0	1 3 0	—	1 3 0	
57	16	12	2	–	87	10·	0 10 3	—	—	33 0 0	1 0 0	—	1 0 0	
48	22	10	6	–	86	10·	0 10 3	1 10 0	—	28 0 0	5 9 8	—	5 9 8	
17	13	9	4	4	47	10·2	0 15 0	1 10 0	1 10 0	22 17 9	2 7 6	3 0 0	[a]5 7 6	
55	25	19	12	12	123	10·5	1 5 4	1 10 0	—	31 13 4	1 10 0	—	1 10 0	
10	5	9	6	1	31	10·	—	1 10 0	—	18 0 0	1 6 0	—	1 6 0	
60	22	22	5	3	112	10·2	1 7 0	1 10 0	1 0 0	36 6 8	1 0 0	—	1 0 0	
28	14	6	5	1	54	8·8	0 17 0	1 10 0	—	20 0 0	1 10 0	—	1 10 0	
23	33	10	14	–	80	9·9	0 16 0	1 10 0	—	16 0 0	1 5 5	—	1 5 5	
53	18	8	12	8	99	9·5	5 12 0	1 10 0	6 0 0	28 0 0	2 18 0	5 0 0	7 18 0	
10	4	3	5	7	29	10·	0 11 5	1 10 0	—	24 0 0	—	—	[a]—	
38	52	32	13	2	137	9·7	2 9 9	—	3 0 0	37 10 0	20 16 0	—	20 16 0	
33	25	5	6	–	69	10·5	0 15 3	—	—	15 0 0	1 4 7	3 3 0	4 7 7	
20	10	5	7	5	47	11·5	0 5 1	—	—	28 0 0	3 12 0	—	3 12 0	
65	42	8	14	7	136	10·5	1 11 9	1 10 0	9 10 0	47 10 0	1 4 0	—	1 4 0	
27	41	35	20	10	133	10·8	3 9 11	—	0 15 0	42 0 0	14 7 1	—	14 7 1	
22	23	11	6	2	64	9·8	0 13 1	—	—	15 0 0	0 19 6	—	0 19 6	
16	15	20	4	8	63	10·4	1 10 4	—	2 0 0	30 13 4	3 4 6	—	3 4 6	
28	26	13	10	9	86	11·3	1 6 5	—	7 10 0	35 6 8	6 0 6	—	6 0 6	
16	6	5	8	7	42	11·6	0 19 2	1 10 0	—	19 10 0	—	—	—	
45	15	23	7	7	97	10·2	—	—	—	23 0 0	1 0 0	—	1 0 0	
25	12	6	11	6	60	9·1	0 12 5	—	1 0 0	24 0 0	4 15 11	—	4 15 11	
19	10	14	2	–	45	9·1	—	1 10 0	—	18 0 0	—	—	—	
16	37	12	7	3	75	12·	0 10 3	—	—	18 0 0	2 10 0	—	2 10 0	
30	17	11	7	–	65	12·	0 6 0	—	—	20 0 0	0 15 0	—	0 15 0	
42	33	18	5	4	102	11·5	1 6 6	—	2 9 0	41 10 0	3 17 8	—	3 17 8	
33	32	11	5	2	83	11·	1 10 9	—	—	31 6 8	2 0 11	—	2 0 11	
32	23	4	4	9	72	9·2	1 13 4	1 10 0	1 0 0	28 0 0	5 5 3	—	5 5 3	

[c] Fees for December quarter only; fees for first three quarters not entered by former teacher.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
162	6065	Inver, . .	Glencoagh, . .	v.c.	R.C.	–	R.C.	–	87	87	–	51	51	27
163	6066	Fahan, Upper, .	Carnshanagh, .		–	Pres.	Pres.	36	26	62	26	20	46	27
164	6096	Drumholm, .	Tullynaught, .		–	E.C.	Pres.	62	31	93	36	17	53	25
165	6105	Inniskeel, .	Ballinamore, .	v.c.	–	R.C.	R.C.	97	61	158	63	36	99	39
166	6108	Glencolumbkill,	Meenaneary, .		R.C.	–	R.C.	48	30	78	37	19	56	29
167	6109	Killybegs, Upper,	Murray, . m.		–	E.C.	E.C.	94	–	94	60	–	60	35
168	6162	Kiltevock, .	Commeen, . .		R.C.	–	R.C.	67	22	89	41	11	52	27
169	6163	Clondahorky, .	Dunfanaghy, .		R.C.	–	R.C.	73	96	169	44	61	105	51
170	6164	Moville, Upper,	Tirreroan, . .		E.C.	–	E.C.	45	44	89	22	24	46	22
171	6185	Donaghmore, .	Donaghmore, No. 2,		Pres.	–	Pres.	64	47	111	42	27	69	34
172	6202	Kilmacrennan, .	Cranford, . .		–	E.C.	R.C.	50	38	88	30	27	57	28
173	6285	Lower Fahan, .	Buncrana, . .		Pres.	–	Pres.	43	45	88	25	30	55	39
174	6293	Inniskeel, .	Tullymore, . .		E.C.	–	Diss.	34	39	73	24	27	51	24
175	6349	Killygarvan, .	Creevary, . .		–	E.C.	Pres.	60	38	98	40	28	68	36
176	6492	Clondavaddog, .	Doaghbeg, . .		R.C.	–	R.C.	102	54	156	40	24	64	25
177	6571	Templecrone, .	Arranmore, . .		–	E.C.	R.C.	138	66	204	65	34	99	37
178	6583	Gartan, . .	Church-hill, .		–	E.C.	E.C.	42	31	73	28	17	45	28
179	6639	Inver, . .	Legan, . .		R.C.	–	R.C.	75	31	106	31	16	47	24
180	6640	Kilmacrennan, .	Currin, . .		E.C.	–	R.C.	66	48	114	38	28	66	30
181	6778	Donegal, . .	St. Ernan's, .		–	E.C.	R.C.	12	34	46	8	24	32	17
182	6781	Inniskeel, .	Shallogans, . .		R.C.	–	R.C.	39	25	64	33	23	56	26
183	6806	Taughboyne, .	St. Johnston,[b] .		–	E.C.	–	57	42	99	38	28	66	37
184	6820	Conwal, . .	Crossogs, . .		R.C.	–	R.C.	66	77	143	33	37	70	28
185	6846	Cloncha, . .	Keenagh, . .		–	E.C.	Pres.	97	66	163	40	33	73	31
186	6849	Tullyaughnish,	Kerrykeel, or Carrowkeel, . .	v.c.	–	E.C.	Pres.	42	26	68	37	25	62	24
187	6867	Killymard, .	Drumgun, . .		–	E.C.	R.C.	48	26	74	25	14	39	18
188	6877	Templecrone, .	Dungloe, . f.		–	E.C.	R.C.	–	96	96	–	87	87	38
189	7060	Inniskeel, .	Lergynascarragh, .		R.C.	–	R.C.	31	25	56	27	21	48	26
190	7061	Clondavaddog, .	Tullyconnell, .		R.C.	–	R.C.	164	85	249	68	27	95	52
191	7137	Donaghmore, .	Drumavish, . .	v.c.	–	E.C.	Pres.	45	53	98	21	33	54	21
192	7143	Taughboyne, .	Monreagh, . .		Pres.	–	Pres.	63	32	95	43	23	66	48
193	7188	Stranorlar, .	Meencarrigach, .	v.c.	R.C.	–	R.C.	64	54	118	31	29	60	24
194	7189	Moville, Upper,	Tullynavin, . .	v.c.	E.C.	–	E.C.	35	39	74	19	19	38	16
195	7220	Stranorlar, .	Ballybofey, . .		R.C.	–	R.C.	66	41	107	36	31	57	32
196	7235	Templecairne, .	Gortnessy, . .		Pres.	–	Pres.	54	23	77	27	11	38	19
197	7341	Glencolumbkill,	Carrick, . .		R.C.	–	R.C.	89	50	139	62	32	94	50
198	7344	Muff, . .	Carnamoyle, .	v.c.	Pres.	–	Pres.	56	24	80	35	15	50	29
199	7375	Clondavaddy, .	Glenvar, . .		R.C.	–	R.C.	95	57	152	54	33	87	31
200	7383	Killaghtee, .	Ballyotherland, .	v.c.	–	E.C.	E.C.	60	34	94	41	25	66	32
201	7413	Inver, . .	Drimnaherk, .		R.C.	–	R.C.	78	27	105	38	17	55	26
202	7427	Donaghmore, .	Sessiah O'Neill, m.		R.C.	–	R.C.	92	–	92	74	–	74	35
203	7428	Do. . .	Do. . . f.		R.C.	–	R.C.	–	104	104	–	65	65	38
204	7464	Tullyaughnish,	Brown Knowes, .		–	E.C.	Pres.	30	22	52	25	16	41	24
205	7485	Lower Killybegs,	Leckonell, . .		R.C.	–	R.C.	50	17	67	42	14	56	28
206	7509	Conwal, . .	Kirkneedy, . .		R.C.	–	R.C.	53	50	103	36	36	72	21
207	7544	Killygarvan, .	Rathmullen, i.		–	E.C.	Pres.	21	48	69	13	29	42	25
208	7555	Donaghmore, .	Donaghmore, .		Pres.	–	Pres.	43	45	88	27	28	55	35
209	7560	Inishmacsaint, .	Loughill, . .		R.C.	–	R.C.	30	28	58	24	17	41	23
210	7590	Kilmacrennan,	Rathdonnell, .		Pres.	–	Pres.	37	29	66	13	21	34	20
211	7593	Kilbarron, .	Ballyshannon, i.		R.C.	–	R.C.	50	51	101	40	41	81	66
212	7598	Inniskeel, .	Kilkenny, . .		R.C.	–	R.C.	69	24	93	41	19	60	32
213	7626	Cloncha, . .	Urblereagh, . .	v.c.	–	E.C.	R.C.	92	70	162	61	42	103	36
214	7640	Inver, . .	Keelogs, . .		R.C.	–	R.C.	97	50	147	47	19	66	24
215	7680	Kiltyvoge, .	Ardlahan, . .		R.C.	–	R.C.	54	45	99	30	22	52	25
216	7681	Glencolumbkill,	Teelan, . .		R.C.	–	R.C.	64	56	120	47	45	92	57
217	7695	Do. . .	Cashel, . .		R.C.	–	R.C.	87	65	152	55	47	102	65
218	7787	Ardara, . .	Garrowart, . .		E.C.	–	E.C.	51	43	94	38	30	68	35
219	7868	Moville, Lower,	Drumaweir, f.		R.C.	–	R.C.	–	86	86	–	51	51	23
220	7892	Glencolumbkill,	Malinbeg, . .		R.C.	–	R.C.	82	46	128	60	31	91	56
221	7929	Cloncha, . .	Goovey, . .		–	E.C.	Pres.	31	37	68	20	23	43	20
222	7933	Kilbarron, .	Dooballa, . .		R.C.	–	R.C.	47	48	95	33	32	65	36
223	8000	Burt, . .	Carrowreigh, .		–	Pres.	Pres.	51	47	98	30	25	55	36

[a] Residence free.

[b] Statistics taken from Inspector's report; closed latter part of year.

1863.—Province of Ulster: County of Donegal—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
27	21	11	7	–	66	8·8	0 10 0	1 10 0	—	20 0 0	3 12 7	—	3 12 7	
18	22	4	–	4	48	8·5	—	—	—	24 16 8	1 6 0	—	1 6 0	
28	14	6	10	3	61	9·5	0 11 2	—	8 10 0	33 10 0	1 14 6	10 0 0	[a]11 14 6	
40	27	10	10	14	101	10·8	—	—	1 0 0	36 13 4	2 0 9	—	2 0 9	
36	18	5	8	–	67	8·	0 16 7	1 10 0	—	18 0 0	—	—	—	
25	13	22	11	7	78	9·4	1 18 2	8 2 11	—	55 5 0	5 7 7	18 10 0	[a]23 17 7	
29	20	16	6	3	74	10·6	0 13 6	—	—	33 18 4	0 18 9	—	[a]0 18 9	
46	20	22	10	10	108	11·	0 10 3	—	—	33 0 0	2 16 10	—	2 16 10	
19	16	13	7	–	55	8·5	0 17 4	—	—	23 0 0	1 16 11	3 0 0	4 16 11	
40	13	19	11	7	90	9·9	1 16 3	—	1 10 0	24 15 0	10 3 6	—	10 3 6	
34	18	13	12	6	83	9·4	0 19 10	—	—	14 5 0	—	—	—	
23	14	15	11	–	63	9·1	0 15 9	1 10 0	—	17 5 0	2 17 1	19 12 6	22 9 7	
27	19	10	5	–	61	10·	0 16 5	1 10 0	—	20 0 0	—	4 0 0	4 0 0	
34	17	23	11	4	89	11·2	1 10 4	1 10 0	3 0 0	52 16 8	5 8 2	3 3 0	8 11 2	
54	40	27	16	3	140	10·5	—	—	—	13 15 0	[c]0 6 0	—	0 6 0	
133	27	16	8	2	186	8·8	1 0 6	—	—	17 11 8	0 8 0	—	0 8 0	
10	11	14	27	–	62	13·5	0 14 0	—	1 10 0	16 0 0	0 7 6	—	0 7 6	
23	13	13	13	2	64	9·8	—	—	—	24 0 0	2 2 9	—	2 2 9	
64	16	14	6	3	103	10·3	0 12 1	—	—	15 0 0	1 10 7	—	1 10 7	
10	14	6	7	3	40	10·9	1 2 0	—	—	12 5 0	0 13 2	—	0 13 2	
30	16	8	4	1	59	13·7	0 11 10	—	—	18 0 0	3 1 8	—	3 1 8	
–	–	–	–	–	–	–	—	—	1 0 0	13 3 4	—	—	—	
36	31	13	3	–	83	11·	0 19 11	—	—	24 0 0	0 16 7	—	0 16 7	
51	32	4	3	–	90	9·2	0 12 9	1 10 0	—	21 15 0	5 16 9	—	5 16 9	
24	7	13	12	–	56	9·9	0 14 6	—	—	18 0 0	—	—	—	
11	10	19	3	13	56	10·4	0 16 9	—	4 10 0	19 0 0	2 7 6	—	2 7 6	
42	6	16	18	14	96	11·	1 4 7	—	3 0 0	42 6 8	0 12 6	—	0 12 6	
30	10	7	3	1	51	11·2	0 6 5	1 10 0	—	19 10 0	1 5 0	5 0 0	6 5 0	
99	33	5	9	6	152	10·	2 10 0	1 10 0	2 10 0	24 10 0	7 0 0	—	7 0 0	
32	18	11	7	–	68	8·5	0 6 3	—	—	18 0 0	—	2 0 0	2 0 0	
21	26	8	13	14	82	9·7	1 2 7	1 17 6	—	37 1 8	13 1 8	—	[a]13 1 8	
55	11	12	3	5	86	11·3	0 7 8	1 10 0	—	26 0 0	0 3 4	—	0 3 4	
44	24	3	3	–	74	8·	0 10 0	—	—	18 15 0	0 7 8	7 0 0	7 7 8	
42	11	9	11	1	74	8·8	0 10 3	—	—	32 0 0	1 5 2	—	1 5 2	
26	18	11	9	–	64	10·2	—	—	—	23 0 0	3 7 1	6 0 0	9 7 1	
28	28	21	12	16	105	9·6	1 13 8	—	11 0 0	51 18 4	3 6 11	—	3 6 11	
10	17	25	2	3	57	8·7	0 11 10	—	—	17 5 0	5 15 5	—	5 15 5	
48	19	9	5	2	83	9·	1 2 3	—	3 0 0	15 0 0	2 14 6	—	2 14 6	
34	26	19	4	–	83	9·8	2 6 11	—	—	15 15 0	1 9 2	—	1 9 2	
28	28	21	12	–	89	11·7	0 15 1	—	—	24 0 0	1 0 8	—	1 0 8	
16	23	15	21	7	82	10·4	0 16 0	—	2 0 0	24 0 0	0 18 0	—	[a]0 18 0	
21	23	21	15	10	90	10·1	1 8 3	—	—	28 6 8	—	—	—	
17	9	9	4	3	42	8·	0 7 7	1 10 0	—	18 0 0	3 5 0	—	3 5 0	
42	13	4	3	–	62	8·4	0 7 6	—	—	18 3 4	—	5 0 0	5 0 0	
37	15	14	11	2	79	10·1	0 11 8	—	—	30 0 0	0 11 0	—	0 11 0	
49	12	4	4	–	69	6·	0 5 1	—	1 0 0	20 0 0	1 6 7	—	1 6 7	
25	18	13	2	6	64	9·	—	—	—	8 3 4	2 0 0	1 7 0	[a]3 7 0	
15	15	17	6	2	55	8·8	0 16 9	—	—	20 10 0	1 0 6	—	1 0 6	
13	14	7	13	–	47	9·4	0 10 3	—	—	13 15 0	1 4 7	—	1 4 7	
49	19	10	9	–	87	5·5	1 15 6	—	7 0 0	46 8 4	3 0 0	12 0 0	15 0 0	
23	38	8	6	3	78	9·7	0 7 6	1 10 0	1 10 0	19 10 0	1 11 6	—	1 11 6	
72	36	12	4	–	124	8·6	0 10 6	—	—	32 0 0	2 0 0	—	2 0 0	
54	40	14	5	7	120	12·8	0 18 5	1 2 6	—	17 5 0	2 2 1	—	2 2 1	
25	26	9	6	1	67	10·5	0 12 8	1 10 0	—	23 5 0	0 13 2	—	0 13 2	
23	25	26	10	11	95	9·5	1 2 6	1 10 0	9 0 0	43 0 0	2 5 6	—	2 5 6	
55	31	17	13	5	121	9·5	1 4 0	1 17 6	3 0 0	31 10 0	2 10 6	—	2 10 6	
31	17	15	5	1	69	10·4	1 0 6	1 10 0	—	20 0 0	4 3 1	—	4 3 1	
41	12	9	3	–	65	9·	0 8 3	1 10 0	—	24 0 0	1 17 1	—	1 17 1	
30	28	17	13	14	102	9·9	1 1 0	—	4 0 0	45 0 0	2 17 5	—	2 17 5	
15	23	5	7	–	50	8·7	0 10 9	—	—	20 0 0	—	—	—	
35	19	11	12	9	86	11·2	1 1 2	—	1 10 0	18 0 0	1 1 4	—	1 1 4	
27	22	9	2	7	67	8·1	1 8 0	—	—	21 10 0	3 16 0	7 10 0	11 6 0	

c Fees for December quarter only.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
224	8026	Raymoghy, .	Errity, . .		Pres.	–	Pres.	32	18	50	26	15	41	26
225	8033	Mevagh, .	Derryhassen, .		–	E.C.	R.C.	67	34	101	34	22	56	27
226	8078	Inniskeel, .	Kilclooney, . .	v.c.	R.C.	–	R.C.	51	60	111	33	43	76	41
227	8104	Taughboyne, .	Castletown, . .		E.C.	–	E.C.	54	46	100	37	29	66	39
228	8222	Kilbarron, .	Behey, . .	v.c.	–	R.C.	R.C.	61	63	124	48	46	94	53
229	8274	Aughinish, .	Killycreen, . .		R.C.	–	R.C.	53	61	114	32	39	71	35
230	8288	Clonmany, .	Cross Connell, .		R.C.	–	R.C.	114	80	194	60	58	118	42
231	8324	Raphoe, .	Raphoe, No. 2, .		Pres.	–	Pres.	79	55	134	59	40	99	64
232	8343	Conwal, .	Letterkenny, No. 2,		Pres.	–	Pres.	45	27	72	32	19	51	29
233	8382	Mevagh, .	Bohunny, . .		R.C.	–	R.C.	50	32	82	39	24	63	27
234	8400	Drumhorne, .	Ballydermott, .		–	E.C.	E.C.	42	30	72	25	15	40	22
235	8433	Drumhom, .	Ballynakillen, .		E.C.	–	E.C.	48	38	86	33	27	60	32
236	8436	Convoy, .	Corradooey, .		Pres.	–	Pres.	36	32	68	25	24	49	27
237	8456	Drumhorne, .	Laghey, . .		R.C.	–	R.C.	50	39	89	32	22	54	23
238	8461	Kilmacrenan, .	Kilmacrenan, .		E.C.	–	E.C.	60	37	97	44	28	72	36
239	8464	Aghuninshun, .	Woodland, . .	v.c.	R.C.	–	R.C.	83	60	143	55	39	94	31
240	8475	Raphoe, .	Robertson Parish,		E.C.	–	E.C.	84	63	147	53	40	93	63
241	8483	Glencolumbkill,	Meenacross, .		–	E.C.	Pres.	19	12	31	12	8	20	9
242	8492	Lettermacaward,	Dooey, . .		–	R.C.	R.C.	62	34	96	43	28	71	33
243	8517	Killybegs, Lower,	Meentanadea, .		–	E.C.	R.C.	73	53	126	34	27	61	28
244	8524	Killybegs, Upper,	Murray, . f.		–	E.C.	E.C.	–	143	143	–	95	95	47
245	8589	Tullyfern, .	Tullybeg, . .		Pres.	–	Pres.	46	41	87	28	20	48	23
246	8614	Convoy, .	Drumkeen, . .		R.C.	–	R.C.	79	74	153	45	35	80	28
247	8615	Tullyfern, .	Glentidaly, . .		–	E.C.	E.C.	43	39	82	22	22	44	23
248	8623	Lettermacaward,	Boyoughter, .		–	R.C.	R.C.	65	33	98	52	24	76	34
249	8661	Templecrone, .	Anagry, . .		R.C.	–	R.C.	101	41	142	68	25	93	41
250	8662	Aughinish, .	Ramelton, Robertson's, . .		E.C.	–	E.C.	71	33	104	41	23	64	31
251	8699	Drumhome, .	Ballintra, . f.		R.C.	–	R.C.	–	96	96	–	61	61	32
252	8703	Kiltyvoge, .	Altnapaste, . .		E.C.	–	Pres.	35	22	57	26	16	42	21
253	8727	Killybegs, Lower,	Ardara, . .		Diss.	–	Diss.	46	59	105	22	39	61	39
254	8751	Templecrone, .	Mullaghduff, .		R.C.	–	R.C.	99	60	159	62	40	102	40
255	8752	Tullyfern, .	Milford, . f.		–	E.C.	E.C.	–	73	73	–	57	57	32
256	8780	Inniskeel, .	Loughrospoint, .		Diss.	–	Diss.	46	31	77	31	22	53	26
257	8786	Conwall, .	Rashedoge, . .		R.C.	–	R.C.	55	40	95	32	18	50	19
258	8807	Kilbarron, .	Carrignahorna, .		Diss.	–	Diss.	37	24	61	24	13	37	19
259	8822	Donagh, .	St. Patrick's, f.		R.C.	–	R.C.	–	143	143	–	104	104	70
260	8901	Inniskeel, .	Edeninfagh, .		R.C.	–	R.C.	54	26	80	48	23	71	32
261	8929	Taughboyne, .	Ardagh, . .		E.C.	–	E.C.	41	19	60	25	12	37	24
262	8963	Donaghmore, .	Castlefin, . .		Diss.	–	Diss.	33	10	43	21	9	30	20
263	9009	Kilbarron, .	Rockfield, . .		R.C.	–	R.C.	56	61	117	35	32	67	26
264	9035	Taughboyne, .	Drumbeg, . .		E.C.	–	E.C.	67	42	109	48	29	77	51
265	9043	Drumholme, .	Goolard, . .		–	E.C.	E.C.	38	34	72	29	24	53	24
266	9044	Killaghtee, .	Killaghtee, . .		E.C.	–	E.C.	34	16	50	24	11	35	26
267	9084	Gartan, .	Losset, . .		R.C.	–	R.C.	44	41	85	25	27	52	22
268	9085	Lettermacaward,	Ducarry, . .		–	R.C.	R.C.	55	18	73	29	14	43	28
269	9128	Convoy, .	Agheygalt, . .		E.C.	–	E.C.	36	40	76	26	30	56	30
270	9150	Kilbarron, .	The Mall, . .		Diss.	–	Diss.	24	16	40	17	6	23	15
271	9206	Do. .	Cliff, . . .		–	E.C.	R.C.	40	31	71	25	24	49	27
272	9207	Inishmacsaint, .	Rock of Bundoran,		–	E.C.	R.C.	48	28	76	40	23	63	39
			Total of Ordinary Schools, 272, .					16,690	12,611	29,301	10,170	7,934	18,104	9,111
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	6968	Conwall, .	Templedouglas 1st Class Agrl.	v.c.	–	Comrs. of N.E.	R.C.	62	33	95	32	13	45	16
2	1595	Fahan, Upper, .	Crislagh or Tooban Ord. Agr. .	v.t.	R.C.	–	R.C.	59	34	93	36	19	55	26
3	5000	Killygarvan, .	Carradoan do.		–	E.C.	E.C.	70	54	124	45	34	79	37
4	5230	Convoy, .	Convoy do.		Pres.	–	Pres.	78	69	147	54	46	100	55

a Residence free.

1863.—Province of Ulster: County of Donegal—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
11	13	6	7	7	44	10·8	0 17 9	—	—	24 0 0	5 5 0	—	[a]5 5 0	
43	13	9	8	3	76	11·2	0 5 6	—	—	15 15 0	1 0 7	—	1 0 7	
17	22	7	28	10	84	9·8	0 16 8	—	1 0 0	42 16 8	2 4 3	—	2 4 3	
24	39	10	1	4	78	9·	1 18 1	—	—	41 8 4	9 11 0	5 0 0	[a]14 11 0	
50	19	16	13	4	102	8·5	1 2 3	—	—	36 6 8	0 5 0	—	[a]0 5 0	
43	33	18	7	3	104	9·5	0 19 4	1 10 0	—	30 13 4	2 6 6	—	2 6 6	
50	46	23	6	–	125	8·9	1 5 0	1 10 0	—	22 10 0	0 18 7	—	0 18 7	
30	35	14	20	9	108	9·	3 1 6	1 17 5	3 0 0	57 3 4	22 0 0	—	22 0 0	
12	10	14	10	6	52	9·4	2 1 6	1 10 0	2 0 0	28 11 8	11 11 1	—	11 11 1	
29	18	10	16	–	73	12·5	—	1 10 0	—	18 0 0	4 0 0	—	4 0 0	
19	12	9	4	–	44	9·	1 0 0	1 10 0	—	13 5 0	1 8 9	0 10 0	1 18 9	
28	16	13	7	–	64	10·6	0 10 10	1 10 0	—	24 0 0	3 12 0	7 10 0	11 2 0	
24	15	11	7	7	64	9·2	0 15 6	1 10 0	—	17 5 0	4 2 4	—	4 2 4	
28	24	6	2	–	60	9·6	—	1 10 0	1 0 0	19 10 0	2 7 9	—	2 7 9	
19	19	12	18	9	77	10·5	1 13 3	1 10 0	—	29 3 4	3 7 0	11 0 0	[a]14 7 0	
15	20	14	23	11	83	12·5	2 14 8	—	1 0 0	24 0 0	5 19 0	—	5 19 0	
31	25	14	10	17	97	8·8	1 6 11	—	—	41 8 4	10 0 0	12 1 6	[a]22 1 6	
5	4	9	5	–	23	11·	—	1 10 0	—	3 15 0	0 4 3	40 0 0	[a]40 4 3	
44	24	11	10	5	94	9·	0 11 10	—	—	20 8 4	—	—	—	
39	24	9	6	7	85	9·5	0 12 0	—	—	21 0 0	1 0 10	7 0 0	8 0 10	
41	25	30	4	10	110	9·2	1 8 6	0 19 0	—	46 10 0	3 10 6	—	3 10 6	
12	13	11	–	–	36	10·2	—	—	—	6 5 0	0 5 0	—	0 5 0	
63	25	11	11	2	112	10·2	1 4 2	—	—	40 1 8	1 12 4	—	1 12 4	
25	9	19	8	3	64	10·6	0 10 7	—	—	17 5 0	2 10 9	—	2 10 9	
29	20	8	5	–	62	9·	0 18 3	—	—	15 15 0	0 11 4	—	0 11 4	
67	18	6	3	2	96	11·5	0 18 9	—	—	24 0 0	—	—	—	
50	10	15	4	1	80	9·	—	—	1 0 0	34 10 0	1 15 5	12 1 6	[a]13 16 11	
19	22	13	7	5	66	11·	1 3 0	—	4 0 0	34 10 0	5 13 3	10 0 0	15 13 3	
8	15	7	13	4	47	10·1	0 13 6	—	—	21 15 0	2 3 3	4 0 0	6 3 3	
25	26	9	9	4	73	9·5	1 9 1	—	—	19 8 4	0 13 0	—	0 13 0	
90	13	12	1	–	116	11·	—	—	—	21 6 8	—	—	—	
15	17	16	11	4	63	10·	—	—	—	20 0 0	1 10 0	—	1 10 0	
43	17	7	4	1	72	9·8	0 19 10	—	—	15 0 0	—	9 0 0	[a]9 0 0	
25	22	5	4	2	56	11·	0 10 3	—	—	18 0 0	0 10 0	—	0 10 0	
19	19	–	6	–	44	13·	1 2 8	—	—	12 1 8	[b]0 17 0	3 0 0	3 17 0	
34	36	25	19	15	129	10·	2 3 11	—	—	40 16 8	8 7 0	—	8 7 0	
22	31	6	13	–	72	10·8	0 6 0	—	—	33 0 0	3 7 9	—	3 7 9	
14	17	8	5	2	46	9·5	0 15 1	—	—	15 0 0	8 0 6	5 0 0	[a]13 0 6	
13	21	–	5	–	39	9·	1 10 10	—	—	11 5 0	0 10 5	—	0 10 5	
29	29	11	6	–	75	9·5	0 19 2	—	—	24 18 4	0 4 0	—	0 4 0	
43	32	11	3	–	89	8·7	3 6 7	—	—	15 0 0	7 11 0	5 10 0	[a]13 1 0	
25	17	7	7	–	56	9·	0 11 3	4 0 0	—	15 0 0	1 15 0	8 0 0	[a]9 15 0	
15	14	8	4	–	41	10·5	6 17 11	—	—	13 15 0	5 12 6	13 1 6	[a]18 14 0	
19	16	7	6	5	53	11·	0 10 0	4 0 0	—	10 10 0	1 14 0	—	1 14 0	
49	21	3	–	–	73	10·5	1 6 10	4 10 0	—	11 5 0	1 12 8	—	1 12 8	
30	20	8	12	2	72	9·5	0 19 10	4 0 0	—	12 0 0	1 10 0	4 0 0	[a]5 10 0	
10	2	10	4	8	34	9·	0 15 2	4 0 0	—	4 3 3	4 14 0	26 0 0	30 14 0	
31	14	15	9	2	71	9·7	—	4 10 0	—	5 0 0	0 10 6	—	0 10 6	
35	17	15	8	–	75	9·	0 17 2	4 10 0	—	15 0 0	1 0 0	8 0 0	[a]9 0 0	
9,239	6,010	3,494	2,349	1,031	22,123		284 4 11	169 4 3	220 15 0	7,464 16 2	794 0 11	476 15 4	1,270 16 3	
24	27	10	8	1	70	10·5	1 4 3	—	—	38 0 0	1 13 4	—	1 13 4	
37	13	12	6	5	73	8·5	0 10 3	—	—	33 6 8	1 8 4	9 11 6	10 19 10	
30	28	14	8	4	84	11·1	1 0 5	—	—	37 0 0	3 2 6	14 6 1	17 8 7	
52	30	19	11	9	121	9·4	2 6 4	1 10 0	—	35 12 2	10 0 0	1 0 0	[a]11 0 0	

[b] Fees for last five months of year.

I.—List of Schools in operation on the 31st Decembe

MODEL, AGRICULTURAL, CONVENT, AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
5	5363	Raymoghy, .	Balleeghan Ord. Ag.		Pres.	–	Pres.	51	54	105	36	38	74	4
6	8425	Raymunterdoney,	Myragh do.		E.C.	–	E.C.	73	33	106	40	21	61	2
7	3863	Donagh, . .	Innishowen Workh.		–	Poor Law Guars.	R.C.	39	40	79	23	26	49	3
8	4313	Donegal, . .	Donegal do.		–		R.C.	21	40	61	12	15	27	1
9	4339	Innismacsaint, .	Ballyshannon do.		–		E.C.	37	27	64	22	14	36	2
10	4932	Tullyfern, .	Milford do.		–		E.C.	37	23	60	28	13	41	3
11	4975	Conwall, . .	Letterkenny do.		–		E.C.	31	28	59	17	15	32	2
12	5857	Clondahorky, .	Dunfanaghy do.		–		E.C.	13	7	20	8	5	13	1
13	7714	Inniskeel, .	Glenties do.		–		R.C.	40	38	78	25	22	47	3
			Total of Special Schools, 13, .					611	480	1,091	378	281	659	38
			Grand Total for Co. Donegal, 285,					17,301	13,091	30,392	10,548	8,215	18,763	9,49

COUNTY O

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	186	Annaclone, .	Tullintanvally, .		Pres	–	Pres.	52	53	105	33	37	70	3
2	187	Aghaderg, .	Loughbrickland, .	V.T.	R.C.	–	R.C.	100	79	179	56	50	106	5
3	190	Ballee, .	Ballymoney, m.	B.	Pres.	–	Pres.	83	–	83	63	–	63	4
4	193	Clonallan, .	Mayo, . m.	V.T.	R.C.	–	R.C.	202	–	202	125	–	125	5
5	195	Comber, . .	Tullygarvan, .		Pres.	–	Pres.	57	52	109	36	29	65	3
6	198	Dromore, .	Tullymacarret, m.		–	Pres.	E.C.	104	–	104	62	–	62	3
7	200	Dromore, . .	Dromore, No. 1, m.	V.T.	Pres.	–	Pres.	145	–	145	112	–	112	7
8	201	Do. . .	Do. . . f.	V.T.	Pres.	–	Pres.	–	123	123	–	73	73	4
9	203	Drumgath, .	Barnmeen, . .		R.C.	–	R.C.	69	50	119	41	33	74	3
10	205	Drumgooland, .	Magheramayo, m.		R.C.	–	R.C.	118	–	118	75	–	75	3
11	212	Drumbo, . .	Carryduff, . .		–	Pres.	Pres.	85	67	152	51	39	90	4
12	214	Grey Abbey, .	Tullycavey, .		–	Pres.	Pres.	56	49	105	39	29	68	3
13	218	Holywood, .	Creighton's Green,		Pres.	–	Pres.	45	26	71	24	12	36	2
14	221	Kilkeel, . .	Moneydara, . .	V.T.	R.C.	–	R.C.	32	31	63	27	28	55	2
15	222	Killinchy, .	Ardmillane, .		–	Pres.	Pres.	65	57	122	42	36	78	4
16	223	Do. . .	Ballymacashan, .		–	Pres.	Pres.	76	51	127	50	25	75	3
17	227	Kilmegan, .	Aughlisnafin, .	V.T.	R.C.	–	R.C.	43	41	84	40	27	67	2
18	230	Kilcoo, . .	Ballymoney, m.	B.	R.C.	–	R.C.	157	–	157	89	–	89	3
19	234	Killyleagh, .	Derryboy, . .		–	Pres.	R.C.	55	35	90	37	23	60	3
20	235	Kilmore, . .	Crossgar, . .		–	Pres	Pres.	133	103	236	85	63	148	9
21	236	Loughinisland, .	Loughinisland, m.	B.	R.C.	–	R.C.	141	–	141	108	–	108	5
22	238	Seapatrick, .	Mulligans, . day,		–	Pres.	R.C.	72	89	161	48	54	102	5
			Do. . . evg.		–	–	–	42	24	66	26	13	39	2
23	246	Newtownards, .	Ballycullen, .	A.	Pres.	–	Pres.	86	63	149	47	38	85	4
24	252	St. Andrew's, .	Ballyhalbert, .		Pres.	–	Pres.	93	59	152	47	32	79	4
25	253	Inishargy, .	Kircubbin, . .	B.	Pres.	–	Pres.	120	76	196	84	49	133	8
26	258	Tullylish, .	Bann, day, m.		R.C.	–	R.C.	142	–	142	80	–	80	5
			Do. . . evg.		–	–	–	127	–	127	57	–	57	2
27	1244	Drumballyroney,	Magherel, . .	V.T.	R.C.	–	R.C.	66	42	108	39	21	60	2
28	1245	Clonduff, . .	Clonduff, or Kinghill, . . m.	V.C.	–	R.C.	R.C.	87	–	87	54	–	54	2
29	1246	Kilmegan, .	Annesboro', m.	V.T.	–	Pres.	R.C.	88	–	88	62	–	62	3
30	1365	Drumgooland, .	Leganany, . .		R.C.	–	R.C.	69	33	102	54	25	79	3
31	1366	Kilcoo, . .	Ardaghy, . .	V.T.	Pres.	–	Pres.	58	33	91	30	14	44	2
32	1485	Clonduff, . .	Clonduff, or Kinghill, . . f.	V.C.	–	R.C.	R.C.	–	88	88	–	62	62	2
33	1486	Kilmegan, .	Annesboro', . f.	V.T.	–	Pres.	Pres.	–	114	114	–	77	77	3
34	1534	Down, . .	Downpatrick, m.		–	E.C.	Pres.	173	–	173	117	–	117	8
35	1535	Do. . .	Do. . . f.		–	E.C.	Pres.	–	109	109	–	53	53	3
36	1580	Maghera, . .	Carnacaville, .	V.T.	R.C.	–	R.C.	58	63	121	40	43	83	3
37	1581	Comber, . .	Crossnacreevy, .		–	Pres.	Pres.	35	26	61	23	17	40	2

a Residence free.

1863.—Province of Ulster : County of Donegal—*continued.*

Poor Law Union Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
19	27	17	15	5	83	10·6	1 6 0	1 10 0	--	44 16 8	9 6 0	5 0 0	14 6 0
13	20	28	5	4	70	11·4	2 7 10	3 17 2	2 10 0	31 1 8	2 0 0	19 2 0	21 2 0
42	10	2	4	–	58	7·5	—	—	—	—	—	—	—
25	3	3	3	–	34	6·5	—	—	—	—	—	—	—
28	8	6	–	–	42	8·8	1 15 2	—	—	—	—	—	—
32	9	8	2	–	51	11·	2 18 9	—	1 10 0	—	—	—	—
29	8	5	–	–	42	6·	2 3 4	—	1 10 0	—	—	—	—
7	1	1	4	–	13	9·	0 15 9	—	1 10 0	—	—	—	—
44	11	2	1	–	58	10·3	—	1 10 0	3 0 0	—	--	—	—
382	195	127	67	28	799		16 8 1	8 7 2	10 0 0	219 17 2	27 10 2	48 19 7	76 9 9
9,621	6,205	3,621	2,416	1,059	22,922		300 13 0	177 11 5	230 15 0	7,684 13 4	321 11 1	525 14 11	[a]1,347 6 0

DOWN—340 Schools.

23	28	19	16	–	86	8·5	2 10 10	—	—	20 0 0	8 14 9	—	[a]8 14 9
48	43	18	11	9	129	9·	2 18 11	—	—	37 8 4	4 5 10	—	4 5 10
23	10	16	17	5	71	9·1	2 5 8	—	—	42 3 4	—	—	[a]—
63	34	29	22	14	162	9·6	1 7 7	—	—	41 5 0	6 5 0	—	6 5 0
26	23	17	7	7	80	10·5	1 2 9	1 10 0	—	20 0 0	8 11 1	—	8 11 1
21	17	15	15	11	79	10·5	1 0 9	—	1 2 6	40 0 0	5 0 1	—	5 0 1
24	23	20	24	21	112	9·8	6 6 1	—	6 7 6	86 10 0	31 14 1	—	[a]31 14 1
27	18	22	12	8	87	9·4	4 5 3	—	3 10 0	63 6 8	11 2 2	—	11 2 2
23	25	12	10	–	70	9·4	1 13 4	—	2 0 0	27 3 4	7 10 6	—	7 10 6
32	30	8	7	4	81	9·5	3 7 4	1 17 6	—	26 6 8	1 11 7	—	1 11 7
58	42	15	8	2	125	11·5	1 5 4	—	—	44 0 0	9 4 7	—	9 4 7
30	22	13	14	–	79	8·9	1 6 3	—	—	32 0 0	5 6 8	11 1 6	16 8 2
10	10	9	8	1	38	9·2	0 14 6	1 10 0	—	32 0 0	7 8 1	—	7 8 1
32	14	8	9	–	63	9·7	1 2 3	—	—	15 0 0	0 7 0	0 15 6	1 2 6
27	29	16	10	–	82	9·	2 6 2	—	4 0 0	33 15 0	21 8 0	—	21 8 0
41	27	25	5	–	98	11·	1 13 5	—	2 0 0	29 3 4	6 9 6	—	6 9 6
30	17	15	6	–	68	9·5	1 12 6	—	—	28 0 0	3 14 5	—	3 14 5
39	37	17	11	11	115	10·1	0 11 3	—	—	29 5 0	3 9 6	—	3 9 6
30	13	14	11	2	70	8·3	1 0 5	—	—	27 5 0	9 15 0	—	9 15 0
50	41	30	22	21	164	9·7	3 6 3	—	7 10 0	89 8 4	19 3 5	10 0 0	29 3 5
41	44	12	12	14	123	9·5	—	—	—	53 8 4	12 0 0	—	12 0 0
31	46	16	7	6	106	9·2	} 9 17 0	1 10 0	1 0 0	57 0 0	{ 6 6 0	—	6 6 0
3	22	9	9	7	50	15·8					{ 1 5 8	—	1 5 8
57	38	10	10	–	115	9·	—	—	—	42 6 8	8 0 0	—	8 0 0
48	25	4	12	–	89	8·2	1 12 0	—	—	26 0 0	9 1 7	0 10 0	[a]9 11 7
71	42	21	18	11	163	8·5	5 18 5	—	9 0 0	79 13 4	24 19 4	12 12 6	37 11 10
49	27	12	9	12	109	8·3	2 5 0	6 19 0	—	44 16 8	9 4 7	—	9 4 7
9	34	15	15	11	84	14·8	—	—	—	—	2 13 9	—	2 13 9
35	24	10	3	3	75	8·5	1 0 3	—	—	32 0 0	3 3 4	—	3 3 4
12	17	8	9	–	46	12·	0 15 5	—	—	15 0 0	1 15 0	—	1 15 0
18	23	14	8	9	72	10·1	1 0 3	—	2 10 0	44 6 8	4 13 7	10 0 0	[a]14 13 7
27	31	19	9	3	89	10·2	1 5 3	—	—	45 3 4	3 12 9	—	3 12 9
29	14	13	5	3	64	8·9	0 12 8	—	—	13 2 6	7 2 6	—	7 2 6
34	21	12	8	–	75	9·9	—	—	—	16 0 0	1 5 2	—	1 5 2
35	28	12	4	–	79	9·1	2 0 0	—	—	16 13 4	4 1 9	10 0 0	14 1 9
–	67	24	25	23	139	11·	4 13 1	—	8 0 0	106 11 8	22 6 7	—	22 6 7
–	19	28	9	15	71	11·3	2 15 11	—	3 10 0	42 10 0	10 1 3	—	10 1 3
49	42	12	7	–	110	8·4	1 18 8	—	—	25 0 0	5 17 0	1 0 0	6 17 0
18	16	3	2	–	39	9 1	0 10 8	—	—	24 0 0	5 0 0	—	5 0 0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
38	1582	Donaghadee,	Ballywilliam,		Pres.	–	Pres.	47	32	79	27	17	44	22
39	1597	Comber,	Ballymalady,	B.	–	Pres.	Pres.	68	49	117	48	32	80	48
40	1608	Kilbroney,	Rosstrevor, m.	V.T.	R.C.	–	R.C.	81	–	81	63	–	63	32
			Do. evg.		–	–	–	40	–	40	30	–	30	17
41	1623	Kilmore,	Rademan,	V.T.	Pres.	–	Pres.	58	42	100	43	33	76	46
42	1636	Dromara,	Meninabane,	V.T.	R.C.	–	R.C.	88	55	143	59	38	97	51
43	1637	Donaghmore,	Barr,	V.T.	R.C.	–	R.C.	46	35	81	32	23	55	30
44	1902	Drumgooland,	Decomet,		R.C.	–	R.C.	83	64	147	69	38	107	48
45	1950	Clonallan,	Carrogs, m.	V.T.	R.C.	–	R.C.	110	–	110	80	–	80	38
46	2024	Magheralin,	Magheralin, m. day,		R.C.	–	R.C.	123	–	123	77	–	77	40
			Do. evg.		–	–	–	77	45	122	30	27	57	30
47	2044	Drumbo,	Carr,		–	Pres.	Pres.	71	40	111	40	24	64	35
48	2270	Aghaderg,	Ballyvarly, m.	V.T.	R.C.	–	R.C.	76	–	76	49	–	49	26
49	2271	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	82	82	–	67	67	28
50	2273	Down,	Bonecastle,	V.T.B.	R.C.	–	R.C.	67	59	126	44	41	85	50
51	2274	Ballee,	Ballycruttle,	V.T.	R.C.	–	R.C.	76	46	122	55	31	86	44
52	2275	Saul,	Ballintogher,	V.T.	R.C.	–	R.C.	100	86	186	69	56	125	60
53	2288	Knockbreda,	Ballymacarrett,		–	Pres.	Pres.	101	75	176	38	36	74	45
54	2400	Do.	Tullycarnet,	V.T.	–	Pres.	Pres.	63	43	106	49	36	85	55
55	2401	Kilkeel,	Dunavan, m. day,	V.T.	R.C.	–	R.C.	109	–	109	77	–	77	44
			Do. evg.		–	–	–	66	2	68	34	1	35	22
56	2402	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	97	97	–	62	62	36
			Do. evg.		–	–	–	–	39	39	–	35	35	b28
57	2403	Rathmullan,	Killough, m.		R.C.	–	R.C.	102	–	102	78	–	78	53
58	2404	Do.	Do.		R.C.	–	R.C.	15	96	111	11	73	84	56
59	2513	Saint Andrew's,	Ballyesborough,		Pres.	–	Pres.	146	122	268	96	76	172	105
60	2515	Killinchy,	Tullycore,		–	E.C.	Pres.	110	55	165	80	37	117	73
61	2517	Donaghadee,	Killaghey,		Pres.	–	Pres.	113	112	225	73	72	145	67
62	2518	Bangor,	Conlig, No. 1,		Pres.	–	Pres.	75	57	132	49	40	89	60
63	2519	Donaghadee,	Millisle,		Pres.	–	Pres.	64	66	130	46	47	93	56
64	2521	Donaghmore,	Four Towns, day,		Pres.	–	Pres.	54	48	102	34	27	61	33
			Do. evg.		–	–	–	67	26	93	28	14	42	22
65	2522	Killyleagh,	Ballytrim,		–	Pres.	Pres.	29	34	63	19	23	42	24
66	2523	Drumballyroney,	Edenagarry,		–	Pres.	Pres.	65	47	112	39	33	72	27
67	2546	Kilmegan,	Castlewellan, m.	B.	R.C.	–	R.C.	115	–	115	84	–	84	55
68	2547	Knockbreda,	Mount Pottinger, day m.		Pres.	–	Pres.	307	–	307	179	–	179	119
			Do. evg.		–	–	–	171	–	171	64	–	64	31
69	2548	Do.	Do. day,		Pres.	–	Pres.	36	188	224	20	117	137	90
			Do. evg.		–	–	–	–	95	95	–	44	44	21
70	2559	Hillsboro',	Ballykeel, Artifinny		Pres.	–	Pres.	62	30	92	36	19	55	30
71	2560	Do.	Do. Edenagonnell,		Pres.	–	Pres.	63	47	110	47	35	82	43
72	2561	Drumbo,	Drumbo,		–	E.C.	Pres.	134	88	222	91	57	148	87
73	2623	Garvaghy,	Castlevenan,		–	Pres.	Pres.	71	36	107	48	22	70	30
74	2624	Aghaderg,	Meenan,		Pres.	–	E.C.	43	30	73	31	21	52	25
75	2626	Drumbo,	Leveroge,		Pres.	–	Pres.	49	38	87	43	32	75	34
76	2675	Drumballyroney,	Ballybrick,		Pres.	–	E.C.	25	43	68	18	30	48	24
77	2688	Tullylish,	Ballinagarrick,		Pres.	–	Pres	62	37	99	38	23	61	31
78	2689	Do.	Clare,		–	E.C.	E.C.	75	64	139	56	45	101	52
79	2690	Do.	Ballylough,		Pres.	–	Pres	85	36	121	56	20	76	39
80	2723	Dromore,	Drumlough, No. 1,		Pres.	–	Pres.	45	33	78	20	18	38	19
81	2724	Down,	Downpatrick,		Pres.	–	Pres.	130	118	248	77	55	132	72
82	2726	Newry,	Crowbane,		Pres.	–	Pres.	44	28	72	33	22	55	28
83	2727	Killyleagh,	Killinchy Woods,		–	Pres.	Pres.	73	68	141	57	50	107	62
84	2728	Comber,	Cullintraw,		–	Pres.	Pres.	46	31	77	29	19	48	27
85	2757	Newry,	Loughorne,		–	Pres.	Pres.	59	42	101	37	28	65	43
86	2758	Do.	Sheeptown,		Pres.	–	Pres.	56	26	82	44	20	64	34
87	2759	Ballyroney	Aughnavallig,		Pres.	–	Pres.	33	52	85	23	37	60	28
88	2829	Kilbroney	Rosstrevor, f.	V.T.	R.C.	–	R.C.	–	108	108	–	73	73	40
89	2840	Inch,	Rann,		–	Pres.	E.C.	42	36	78	25	20	45	26
90	2890	Clonallan,	Mayo, f.	V.T.	R.C.	–	R.C.	–	163	163	–	94	94	47
91	2898	Kilkeel,	Grange, m.	V.T.	R.C.	–	R.C.	139	–	139	97	–	97	48
92	2899	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	128	128	–	80	80	33
93	2900	Dunsfort,	Ballydock, m.	V.T.	R.C.	–	R.C.	84	–	84	42	–	42	18

b Residence free.

1863.—Province of Ulster: County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
26	13	5	4	–	48	8·8	1 0 5	—	—	18 0 0	5 14 2	—	10 0 0	[a]5 14 2
26	32	18	12	9	97	8·5	2 7 0	—	2 0 0	40 0 0	10 0 0	—	10 0 0	
31	7	8	8	3	57	8·9	—	—	3 0 0	38 11 8	3 0 0	—	3 0 0	
–	15	10	9	–	34	15·1	—	—	—	—	4 0 0	—	4 0 0	
30	32	15	6	8	91	7·3	4 2 8	1 10 0	—	32 0 0	5 11 3	—	5 11 3	
33	43	26	15	8	125	9·2	1 12 5	—	2 10 0	44 15 0	7 0 3	—	7 0 3	[a]7 0 3
14	17	14	15	–	60	8·5	1 19 8	3 4 0	—	16 18 0	1 17 1	—	1 17 1	[a]1 17 1
41	37	23	11	5	117	9·4	2 1 0	—	—	56 11 8	5 10 0	—	5 10 0	
31	22	19	12	–	84	9·6	0 10 0	—	3 0 0	24 0 0	6 1 2	—	6 1 2	
21	25	12	15	–	73	9·4	1 14 0	—	—	33 0 0	6 16 8	—	6 16 8	
7	14	14	40	–	75	16·8	—	—	—	—	2 16 0	—	2 16 0	
28	15	10	13	–	66	10·2	1 12 0	1 10 0	3 0 0	38 0 0	11 1 6	—	11 1 6	
17	29	10	6	5	67	10·1	1 10 9	—	—	14 15 0	3 6 0	—	3 6 0	
27	28	13	11	–	79	9·7	1 8 4	—	—	20 0 0	22 14 5	—	22 14 5	
27	35	20	6	13	101	10·	2 9 11	—	—	70 6 8	13 0 3	—	13 0 3	
26	25	23	16	11	101	8·	1 15 7	—	1 0 0	44 0 0	5 17 6	—	5 17 6	
80	51	21	15	2	169	9·2	1 7 10	0 19 0	1 10 0	73 15 0	17 14 5	—	17 14 5	
–	47	21	15	–	83	9·	1 2 0	—	—	49 16 8	10 11 5	—	10 11 5	
24	23	13	15	10	85	9·7	2 5 3	—	1 0 0	36 10 0	16 16 7	—	16 16 7	
22	26	19	7	4	78	9·6	0 11 11	—	4 0 0	43 15 0	8 0 0	—	8 0 0	
5	10	15	4	–	34	13·4	—	—	—	—	0 12 0	—	0 12 0	
17	20	19	7	7	70	10·4	1 3 6	—	—	25 0 0	4 1 3	—	4 1 3	
–	–	–	–	–	–	–	—	—	—	—	1 10 0	—	1 10 0	
12	18	16	20	19	85	10·1	4 3 2	—	1 0 0	78 15 0	6 19 0	11 0 11	17 19 11	
38	16	18	9	18	99	8·8	2 0 3	—	—	48 16 8	6 3 3	—	6 3 3	
73	94	20	29	–	216	9·4	6 14 2	2 5 0	3 10 0	68 18 4	30 5 6	3 0 0	[a]33 5 6	
27	32	26	30	20	135	8·5	4 18 1	2 5 0	4 0 0	46 16 8	15 17 8	—	15 17 8	
90	47	24	16	–	177	8·6	2 3 10	2 5 0	1 0 0	42 6 8	8 8 4	2 2 0	10 10 4	
41	23	12	15	–	91	8·6	2 13 1	6 15 2	1 0 0	42 13 4	4 16 9	—	4 16 9	
33	22	15	19	10	99	8·	1 3 5	1 17 6	4 0 0	36 15 0	13 8 1	—	13 8 1	
15	34	7	12	3	71	8·5	1 0 0	1 10 0	—	33 0 0	2 18 0	—	2 18 0	
–	–	36	12	–	48	17·	—	—	—	—	—	—	—	
23	15	8	11	–	57	8·8	3 1 5	—	—	21 17 6	5 10 10	—	5 10 10	
39	19	12	14	–	84	9·2	1 0 3	1 10 0	—	24 6 8	—	—	—	
31	29	20	6	7	93	9·5	1 17 9	1 17 6	3 10 0	79 18 4	5 0 5	—	5 0 5	
80	66	36	32	22	236	8·9	8 11 4	—	2 0 0	123 2 4	41 18 5	—	41 18 5	
–	24	40	47	–	111	15·1	—	—	—	—	3 6 9	—	3 6 9	
87	40	12	12	13	164	7·9	6 7 4	—	4 10 0	119 11 8	26 10 4	—	26 10 4	
–	8	29	45	–	82	15·7	—	—	—	—	2 8 3	—	2 8 3	
18	12	9	17	3	59	10·2	1 2 4	1 17 6	—	28 0 0	8 3 5	—	8 3 5	
20	33	11	15	2	81	9·2	1 2 4	1 17 6	—	43 10 0	17 0 0	—	[a]17 0 0	
61	41	43	18	10	173	9·5	5 15 0	2 5 0	1 0 0	75 16 8	32 2 8	—	32 2 8	
39	17	10	4	2	72	10·5	0 16 8	1 10 0	—	18 5 0	—	—	—	
18	15	9	7	4	53	8·3	0 9 3	1 10 0	—	18 0 0	4 16 9	—	4 16 9	
43	35	7	2	–	87	9·4	1 6 5	1 10 0	—	15 0 0	5 15 10	—	5 15 10	
16	17	13	4	–	50	8·5	0 17 3	1 10 0	—	26 0 0	5 12 0	—	5 12 0	
33	14	9	9	–	65	7·6	0 10 3	—	—	24 0 0	3 13 0	—	3 13 0	
62	41	9	13	3	128	8·6	1 1 0	—	—	45 13 4	9 10 5	4 0 0	[a]13 10 5	
34	12	23	9	16	94	9·3	1 17 9	—	3 0 0	43 8 4	12 8 5	—	[a]12 8 5	
24	12	6	6	1	49	7·3	—	1 10 0	—	18 0 0	4 0 6	—	4 0 6	
87	30	34	24	–	175	4·8	—	2 5 2	—	38 3 4	15 14 9	—	[a]15 14 9	
43	13	7	3	1	67	9·9	0 11 3	1 10 0	—	36 0 0	5 0 6	—	[a]5 0 6	
35	32	27	17	13	124	9·5	3 15 0	5 17 4	1 0 0	48 8 4	15 17 4	—	15 17 4	
20	17	9	9	–	55	9·	1 0 8	1 10 0	—	26 0 0	3 12 9	—	3 12 9	
14	17	33	16	–	80	8·	1 14 3	—	—	18 0 0	8 10 0	7 0 0	[a]15 10 0	
25	18	13	19	–	75	10·4	0 12 5	1 10 0	—	24 0 0	4 1 1	—	4 1 1	
21	23	9	15	0	68	9·	—	—	—	16 0 0	3 17 6	—	3 17 6	
27	36	15	8	11	97	9·5	1 12 11	—	—	32 16 8	4 2 11	—	4 2 11	
16	18	9	8	–	46	9·2	1 9 9	—	—	15 0 0	5 0 5	0 5 0	[a]5 5 5	
40	45	33	13	11	142	10·2	2 5 3	—	—	30 10 0	7 0 0	—	7 0 0	
30	26	19	22	19	116	10·	1 0 0	—	—	47 10 0	9 9 1	—	9 9 1	
12	31	12	35	–	90	10·1	2 3 2	—	—	24 0 0	5 3 10	—	5 3 10	
27	16	9	8	4	64	9·3	—	—	—	19 10 0	2 19 8	—	2 19 8	

[b] Closed during the quarter.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females.	Total.	
94	2901	Dunsfort, .	Ballydock, . .	v.t.	R.C.	–	R.C.	65	140	205	34	82	116	54
95	2931	Inch, .	Ballygally, . .		Pres.	–	Pres.	61	61	122	35	38	73	46
96	2932	Kilmegan, .	Clanvaraghan, .		R.C.	–	R.C.	63	52	115	43	31	74	32
97	2938	Saintfield, .	Leggygowan, .		–	Pres.	Pres.	40	44	84	35	38	73	38
98	2939	Garvaghy, .	Carnew, . .		Pres.	–	Pres.	84	57	141	50	35	85	50
99	2940	Rathmullan, .	Rathmullan, .		Pres.	–	E.C.	73	63	136	55	46	101	53
100	2941	Donaghadee, .	Herdstown, .		–	Pres.	Pres.	77	47	124	42	24	66	33
101	2997	Clonallan, .	Carrogs, . f.	v.t.	R.C.	–	R.C.	–	141	141	–	120	120	42
102	3033	Tullynakill, .	Ballydrain, . .		Pres.	–	Pres.	59	59	118	39	42	81	51
103	3067	Kilmegan, .	Castlewellan, f.	b.	R.C.	–	R.C.	–	102	102	–	75	75	39
104	3077	Drumgath, .	Ballykeel, No. 1, .		–	Pres.	Pres.	26	30	56	19	23	42	21
105	3078	Donaghcloney, .	Donaghcloney, .		Pres.	–	Pres.	93	62	155	57	42	99	67
106	3079	Newtownards, .	Loughriscouse,No.2		Pres.	–	Pres.	80	70	150	45	36	81	41
107	3094	Drumballyroney,	Emdale, . .		–	E.C.	Pres.	69	66	135	46	35	81	34
108	3095	Moira, . .	Lurganville, .		R.C.	–	R.C.	143	39	182	77	19	96	57
109	3129	Kilcoo, . .	Ballymoney, f.		R.C.	–	R.C.	–	90	90	–	63	63	23
110	3171	Kilmore, . .	Drumaghlis, .		–	Pres.	Pres.	65	45	110	51	30	81	45
111	3183	Drumgath, .	Lurgancahone, .		R.C.	–	R.C.	82	60	142	56	39	95	44
112	3187	Magheralin, .	Magheralin, f.		R.C.	–	R.C.	9	86	95	3	52	55	28
113	3224	Killinchy, .	Ballycloghan, .		Pres.	–	Pres.	57	29	86	41	18	59	27
114	3225	Tullylish, .	Gilford, . day,		Pres.	–	Pres.	192	100	292	122	62	184	108
			Do. . . evg.		–	–	–	137	94	231	69	36	105	61
115	3372	Bangor, . .	Cotton, . .	v.t.	Pres.	–	Pres.	90	69	159	50	44	94	61
116	3386	Magheralin, .	Drumlin, . .		E.C.	–	E.C.	125	80	205	79	45	124	80
117	3395	Donaghadee, .	Grangee, . .		Pres.	–	Pres.	68	49	117	45	27	72	38
118	3449	Newry, . .	Crowhill, . .		R.C.	–	R.C.	24	19	43	24	19	43	23
119	3450	Annahilt, . .	Clontough, . .		Pres.	–	Pres.	58	43	101	37	27	64	30
120	3468	Dromore, .	Dromore, No. 2,day,		R.C.	–	R.C.	137	107	244	68	54	122	77
			Do. . . evg.		–	–	–	66	45	111	30	20	50	16
121	3553	Seapatrick, .	Ballydown, . .		Pres.	–	Pres.	85	63	148	40	33	73	40
122	3562	Newry, . .	Rockvale, . .		Pres.	–	Pres.	50	40	90	22	30	52	23
123	3586	Donaghadee, .	Ballyvester, .		Pres.	–	Pres.	49	45	94	29	31	60	27
124	3619	Kilmore, . .	Kilmore, No. 1, .		R.C.	–	R.C.	77	49	126	49	26	75	37
125	3620	Newtownards, .	Ballyblack, . .		Pres.	–	Pres.	93	62	155	54	41	95	58
126	3645	Newry, . .	Ryan, . .		Pres.	–	Pres.	42	33	75	25	23	48	25
127	3661	Dromara, .	Finnis, . m.		R.C.	–	R.C.	67	–	67	49	–	49	22
128	3662	Annaclone, .	Ballynafern, .		Pres.	–	Pres.	56	18	74	38	14	52	27
129	3675	Newtownards, .	Loughries, No. 1, .		Pres.	–	Pres.	70	58	128	44	40	84	50
130	3745	Killyleagh, .	KillyleaghMills,day,		–	E.C.	E.C.	100	101	201	62	69	131	98
			Do. . . evg.		–	–	–	78	74	152	55	48	103	77
131	3791	Saintfield, .	Lessans, . .		–	Pres.	Pres.	74	57	131	54	42	96	47
132	3805	Seapatrick, .	Banbridge, m. day,		R.C.	–	R.C.	204	–	204	95	–	95	52
			Do. . . evg.		–	–	–	161	111	272	55	41	96	35
133	3822	Kilmore, . .	Drumgiven, .		–	Pres.	Pres.	26	35	61	22	27	49	24
134	3856	Killyleagh, .	Tullyveery, .		Pres.	–	Pres.	63	36	99	46	27	73	39
135	3874	Newtownards, .	Mill-st., Newtown-											
			ards, . .		Pres.	–	Diss.	145	134	279	74	69	143	76
136	3979	Dromore, .	Ashfield, . .	a.	–	Pres.	E.C.	27	71	98	15	36	51	31
137	4040	Dromara, .	Artana, . .		Pres.	–	Pres.	33	28	61	25	23	48	30
138	4041	Dromore, .	Backnamullagh, .		Pres.	–	E.C.	40	25	65	25	14	39	20
139	4042	Drumbo, .	Purdysburn, m.		–	E.C.	Pres.	86	–	86	59	–	59	39
140	4227	Kilcoo, . .	Tullaree, . .		R.C.	–	R.C.	117	104	221	61	38	99	30
141	4290	Dundonald, .	Dundonald, m.		Pres.	–	Pres.	69	–	69	41	–	41	28
142	4291	Do. . .	Do. . . f.		Pres.	–	Pres.	–	85	85	–	59	59	37
143	4310	Drumbo, . .	Clogher, . .		Pres	–	Pres	56	28	84	34	14	48	23
144	4343	Ballyphilip, .	Ballyphilip, f.		R.C.	–	R.C.	–	144	144	–	105	105	67
145	4344	Bangor, . .	Groomsport, m.		Pres.	–	Pres.	79	–	79	48	–	48	33
146	4345	Do. . .	Do. . . f.		Pres.	–	Pres.	–	75	75	–	54	54	35
147	4374	Dromara, . .	Finnis, . .		R.C.	–	R.C.	17	81	98	9	48	57	29
148	4533	Kilmood, . .	Lisbarnet, . .		Pres.	–	Pres.	94	85	179	76	59	135	88
149	4546	Drumballyroney,	Closkelt, . .		Pres.	–	Pres.	71	36	107	52	24	76	41
150	4594	Seapatrick, .	Banbridge,No.2, m.		Pres.	–	Pres.	166	41	207	70	16	86	50
151	4595	Do. . .	Do. . . f.		Pres.	–	E.C.	–	114	114	–	77	77	54

[a] Residence free

1863.—Province of Ulster: County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stock of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
56	25	14	19	15	129	8·1	2 19 10	—	2 0 0	87 16 8	5 15 2	—	5 15 2	
31	35	11	17	–	94	9·5	2 3 0	—	—	19 10 0	10 0 0	—	10 0 0	
41	23	14	15	–	93	9·	1 3 1	—	4 0 0	37 6 8	5 0 0	—	5 0 0	
26	30	6	16	–	78	8·3	1 14 8	—	—	32 0 0	6 14 4	—	6 14 4	
15	46	25	21	14	121	10·1	3 10 5	—	6 10 0	56 5 0	11 16 9	—	11 16 9	
39	30	13	21	7	110	10·	1 14 0	—	—	18 0 0	10 9 6	—	10 9 6	
51	12	6	5	–	74	8·	—	—	—	15 0 0	6 5 0	—	6 5 0	
41	43	37	17	–	138	10·7	0 10 0	—	—	16 0 0	8 0 0	—	8 0 0	
31	17	21	21	–	90	9·6	2 7 1	—	2 0 0	57 8 4	14 15 1	—	14 15 1	
33	26	13	8	–	80	9·7	1 14 7	—	3 0 0	33 6 8	3 14 5	—	3 14 5	
14	12	15	14	–	55	9·	1 10 0	—	—	7 10 0	1 10 0	—	1 10 0	
23	30	27	8	11	99	9·2	2 17 8	—	—	67 8 4	28 0 0	—	28 0 0	
28	35	20	6	3	92	8·2	1 7 2	—	—	32 0 0	7 5 10	—	7 5 10	
30	25	17	13	6	91	8·	0 10 7	0 19 0	—	33 16 8	4 10 10	—	[a]4 10 10	
34	51	18	16	–	119	8·4	2 1 9	—	—	51 3 4	12 9 1	—	12 9 1	
29	28	7	11	–	75	9·	1 7 6	—	—	20 0 0	1 9 8	—	[a]1 9 8	
22	19	20	24	7	92	10·1	2 18 3	—	—	42 3 4	4 3 11	—	4 3 11	
31	25	29	25	5	115	11·5	1 14 1	—	—	18 0 0	5 15 6	—	5 15 6	
15	13	16	10	–	54	8·	0 12 4	—	2 0 0	20 0 0	2 13 7	—	2 13 7	
24	20	14	6	–	64	8·	1 2 9	—	—	18 0 0	6 4 11	—	6 4 11	
106	46	24	16	20	212	7·5	5 2 1	—	1 0 0	88 2 6	20 15 10	—	20 15 10	
–	82	–	56	19	157	14·7	—	—	—	—	9 10 5	—	9 10 5	
46	25	14	16	4	105	8·9	7 7 0	2 9 0	—	44 13 4	13 10 2	—	13 10 2	
47	58	19	18	17	159	8·5	7 3 7	—	2 10 0	74 5 0	18 8 6	—	18 8 6	
33	27	15	16	–	91	9·5	1 1 9	—	3 0 0	36 1 8	6 12 0	—	6 12 0	
10	15	10	8	–	43	10·8	0 15 7	—	—	18 0 0	3 1 10	—	3 1 10	
32	29	9	17	–	87	9·2	0 13 0	—	—	23 0 0	7 0 0	—	7 0 0	
61	61	18	19	7	166	10·1	3 14 6	—	2 0 0	64 10 0	21 8 11	—	21 8 11	
–	21	–	32	10	63	17·9	—	—	—	—	3 8 4	—	3 8 4	
36	27	19	15	–	97	8·9	1 17 11	—	—	50 2 2	10 0 0	—	10 0 0	
26	23	10	7	–	66	9·	1 8 11	—	2 0 0	24 0 0	4 0 0	—	4 0 0	
37	10	11	12	–	70	9·	1 4 3	—	1 10 0	25 8 10	5 11 6	—	5 11 6	
35	22	12	17	3	89	8·4	—	—	—	28 0 0	7 3 4	—	7 3 4	
37	37	15	14	–	103	9·	0 19 5	—	—	25 11 8	10 13 8	—	10 13 8	
24	19	5	10	3	61	11·8	1 14 1	—	—	24 0 0	0 8 0	5 0 0	5 8 0	
20	15	9	3	5	52	10·	—	—	—	18 0 0	2 1 4	1 10 0	3 11 4	
16	22	14	5	–	57	9·4	0 14 11	—	—	24 0 0	11 17 6	—	11 17 6	
51	33	21	11	–	116	9·7	2 7 3	—	—	18 8 4	11 1 5	—	11 1 5	
88	39	10	3	–	140	8·5	2 10 3	—	2 0 0	91 10 0	18 7 8	—	18 7 8	
11	22	44	35	–	112	15·1	—	—	—	—	36 17 0	10 0 0	[a]46 17 0	
34	32	20	20	–	106	10·5	2 8 0	—	4 0 0	39 13 4	9 0 0	—	9 0 0	
36	39	15	15	7	112	8·6	6 10 8	1 17 6	4 0 0	46 18 10	10 9 5	—	10 9 5	
6	86	–	77	–	169	13·7	—	—	—	—	4 6 1	—	4 6 1	
12	11	11	2	–	36	8·3	0 19 8	1 10 0	—	16 10 0	5 6 5	—	5 6 5	
42	18	9	8	–	77	9·	1 6 6	—	—	32 0 0	8 0 10	2 0 0	10 0 10	
102	27	24	20	14	187	9·1	2 11 3	—	4 10 0	71 9 10	21 6 4	—	21 6 4	
27	15	8	7	5	62	7·7	—	—	—	33 13 4	6 16 6	—	[a]6 16 6	
17	16	15	8	–	56	7·7	2 18 4	1 10 0	—	12 10 0	4 18 4	—	4 18 4	
24	11	4	10	1	50	8·7	1 3 3	1 10 2	—	22 10 0	2 9 3	—	2 9 3	
15	18	11	5	12	61	9·2	0 2 5	—	—	36 1 8	15 0 0	—	[a]15 0 0	
50	29	20	18	8	125	11·	0 13 9	1 10 0	—	32 5 0	2 15 4	2 0 0	4 15 4	
13	14	8	11	4	50	9·	3 8 5	—	—	21 0 0	9 1 9	—	9 1 9	
12	22	15	9	3	61	7·8	1 3 11	—	1 0 0	31 1 8	11 3 11	—	11 3 11	
26	16	14	7	3	66	10·	1 4 4	—	—	24 0 0	5 0 0	—	5 0 0	
44	43	11	10	7	115	9·1	4 0 10	—	4 0 0	82 1 8	7 17 5	—	7 17 5	
20	9	18	–	6	53	8·8	1 3 10	—	3 0 0	29 1 8	7 14 10	—	[a]7 14 10	
25	10	15	6	1	57	7·7	1 8 7	—	0 15 0	22 10 0	9 7 7	—	9 7 7	
36	14	9	10	–	69	8·3	0 11 3	—	—	30 3 4	4 3 11	1 10 0	5 13 11	
22	29	24	34	35	144	11·	2 3 8	—	—	45 10 0	20 0 0	—	20 0 0	
34	30	18	7	1	90	8·7	1 17 0	—	—	15 0 0	5 19 5	—	5 19 5	
33	40	25	18	9	125	10·	5 2 2	—	—	33 16 8	3 9 6	2 10 0	[a]5 19 6	
30	29	12	9	4	84	7·9	1 1 0	—	4 0 0	34 0 0	20 12 10	—	[a]20 12 10	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
152	4607	Dromore,	Skeogh,		–	Pres.	Pres.	77	56	133	43	24	67	37
153	4648	Killyleagh,	Killyleagh, Irish-street,		Pres.	–	Pres.	56	47	103	48	31	79	53
154	4649	Drumbo,	Purdysburn, f.		–	E.C.	E.C.	–	64	64	–	46	46	28
155	4650	Bangor,	Conlig, No. 2,		Diss.	–	Diss.	49	50	99	31	33	64	34
156	4657	Newtownards,	Newtownards,		Pres.	–	Pres.	193	147	340	109	76	185	109
157	4658	Kilkeel,	Annalong, f.		Pres.	–	Pres.	29	42	71	23	36	59	34
158	4684	Comber,	Comber,		Pres.	–	Pres.	122	74	196	85	50	135	94
159	4743	Bright,	Bright, m.	v.c.	–	E.C.	E.C.	66	–	66	48	–	48	27
160	4744	Do.	Do. f.	v.c.	–	E.C.	E.C.	12	59	71	8	41	49	25
161	4745	Magherally,	Mullafarnaghan,day	v.c.	–	E.C.	Pres.	39	31	70	26	17	43	29
			Do. evg.		–	–	–	58	15	73	35	10	45	25
162	4811	Tullylish,	Gilford Mill, m.day,		–	E.C.	Pres.	208	–	208	123	–	123	91
			Do. evg.		–	–	–	210	–	210	128	–	128	62
163	4812	Do.	Do. f. day,		–	E.C.	Diss.	–	128	128	–	125	125	92
			Do. evg.		–	–	–	–	208	208	–	102	102	52
164	4815	Newry,	Shinn,		E.C.	–	Pres.	76	58	134	43	33	76	27
165	4861	Drumbo,	Cargycroy,		Pres.	–	Pres.	104	66	170	76	47	123	53
166	4862	Knockbreda,	Bridge-End,day,m.		R.C.	–	R.C.	241	–	241	128	–	128	65
			Do. evg.		–	–	–	81	35	116	39	24	63	27
167	4872	Aghaderg,	Glasherbeg,		R.C.	–	R.C.	79	43	122	46	29	75	43
168	4913	Donaghadee,	Donaghadee, m.		Pres.	–	Pres.	107	–	107	73	–	73	49
169	4914	Do.	Do. f.		Pres.	–	Pres.	–	105	105	–	69	69	51
170	5011	Bangor,	Bangor, m.		Pres.	–	Pres.	194	–	194	115	–	115	75
171	5012	Do.	Do. f.		Pres.	–	Pres.	–	152	152	–	98	98	69
172	5013	Ballee,	Ballee, f.		Pres.	–	Pres.	–	54	54	–	38	38	23
173	5023	Donaghadee,	Ballyhaskin,		Pres.	–	Pres.	49	47	96	33	31	64	43
174	5056	Saintfield,	Ballymacaramery,		–	E.C.	Pres.	52	40	92	29	25	54	27
175	5065	Do.	Tullywest,		–	Pres.	Pres.	123	65	188	80	34	114	63
176	5073	Comber,	Moneyreagh,		Pres.	–	Diss.	104	58	162	68	42	110	64
177	5089	Drumballyroney,	Ballyroney,		Pres.	–	Pres.	88	59	147	49	32	81	33
178	5134	Holywood,	Belmont,		Pres.	–	Pres.	122	68	190	77	55	132	81
179	5135	Newtownards,	Greengraves,		Pres.	–	Pres.	25	31	56	16	16	32	19
180	5136	Kilmore,	Raleagh,		–	Pres.	Pres.	68	51	119	46	39	85	36
181	5137	Killinchy,	Barnamaghery,		–	Pres.	Pres.	75	52	127	49	29	78	46
182	5154	Dromara,	Guiness,		R.C.	–	R.C.	69	42	111	40	27	67	35
183	5178	Do.	Gransha,		Pres.	–	Pres.	75	68	143	49	43	92	45
184	5236	Donaghmore,	Derrycraw, m.		R.C.	–	R.C.	120	–	120	81	–	81	33
185	5244	Magheradrool,	Ballynahinch, No. 1,		Pres.	–	Pres.	54	22	76	33	12	45	27
186	5450	Clonallan,	Warrenspoint, m,		R.C.	–	R.C.	89	–	89	62	–	62	41
187	5451	Do.	Do. f.		R.C.	–	R.C.	–	100	100	–	74	74	52
188	5467	Donaghadee,	Carrowdore,		–	E.C.	Pres.	112	81	193	75	51	126	79
189	5485	Donaghmore,	Derrycraw, f.		R.C.	–	R.C.	–	109	109	–	81	81	33
190	5552	Knockbreda,	Knock,		Pres.	–	Pres.	37	23	60	23	16	39	23
191	5666	Annahilt,	Ballykeel, Lougherne		Pres.	–	Pres.	67	40	107	41	24	65	31
192	5704	Grey Abbey,	Grey Abbey,		–	E.C.	E.C.	144	99	243	88	65	153	97
193	5705	Do.	Do. i.		–	E.C.	E.C.	109	111	220	73	71	144	91
194	5741	Clonallan,	Clontafleece,		–	E.C.	Diss.	189	120	309	124	77	201	87
195	5813	Saintfield,	Saintfield,		–	Pres.	Pres.	137	100	237	82	49	131	87
196	5847	Ballyphilip,	Portaferry, No. 2, m.		Pres.	–	Pres.	62	64	126	44	29	73	49
197	5876	Drumgath,	Rathfriland, m.	v.c.	R.C.	–	R.C.	162	–	162	103	–	103	59
			Do. evg.		–	–	–	72	–	72	40	–	40	23
198	5877	Do.	Do. f.	v.c.	R.C.	–	R.C.	24	130	154	15	70	85	52
199	5900	Saintfield,	Ballyknockan,		–	E.C.	Pres.	93	77	170	62	49	111	63
200	5943	Dromore,	Ballykeel, No. 2,		Pres.	–	E.C.	92	46	138	50	29	79	41
201	5953	Bangor,	Ballysallagh,		–	E.C.	Pres.	58	65	123	40	49	89	58
202	5954	Comber,	Magherascouse,		Pres.	–	Pres.	93	84	177	59	51	110	56
203	5955	Killinchy,	Carrickmannan,		–	E.C.	R.C.	115	84	199	68	42	110	68
204	5996	Dromore,	Ballyvicknakally,		Pres.	–	Diss.	65	49	114	38	26	64	30
205	6024	Killyleagh,	Killyleagh, day,		–	R.C.	Pres.	119	83	202	82	46	128	93
			Do. evg.		–	–	–	55	54	109	33	28	61	36
206	6025	Bangor,	Ballymaconnell,		–	E.C.	Pres.	88	75	163	52	43	95	62
207	6054	Killinchy,	Raffrey,		–	R.C.	Pres.	72	40	112	50	20	70	49

[a] Residence free.

1863.—Province of Ulster: County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
46	18	12	10	4	90	7·9	1	1	0	—			—			17	15	0	4	18	11	—			4	18	11
51	17	12	9	5	94	9·7	0	12	11	—			—			26	0	0	24	10	0	10	0	0	34	10	0
6	16	8	8	4	42	9·8	1	13	8	—			—			32	1	8	7	15	6	—			[a]7	15	6
49	18	–	8	–	75	8·1	0	13	9	—			—			26	0	0	3	5	0	5	0	0	8	5	0
87	55	31	35	18	226	8·7	8	2	8	0	19	0	13	0	0	92	12	6	32	15	4	—			[a]32	15	4
31	26	5	–	–	62	8·	0	16	0	—			—			24	0	0	4	0	0	—			4	0	0
42	38	30	21	18	149	9·5	4	13	11	—			13	10	0	88	5	0	47	3	8	—			47	3	8
12	9	13	15	5	54	10·3	—			—			—			38	0	0	2	12	5	4	16	11	7	9	4
27	12	13	8	10	70	10·2	—			—			—			26	0	0	3	1	8	—			3	1	8
16	16	12	7	3	54	9·	0	18	0	1	10	0	3	0	0	33	0	0	8	12	7	3	0	0	11	12	7
–	7	9	23	11	50	16·4	—			—			—			—			5	0	0	—			5	0	0
46	34	21	16	18	135	10·5	6	0	8	0	19	0	3	0	0	111	10	0	8	10	0	40	0	0	[a]48	10	0
25	22	41	15	24	127	13·	—			—			—			—			3	18	10	—			3	18	10
30	48	19	12	7	116	10·7	4	8	4	3	18	0	—			80	6	8	20	11	6	21	0	0	41	11	6
26	17	39	32	–	114	13·	—			—			—			—			4	19	11	—			4	19	11
19	26	15	15	6	81	9·5	1	13	0	0	19	0	—			17	0	0	3	13	7	8	10	0	[a]12	3	7
40	26	25	23	6	120	10·8	0	15	4	—			—			43	0	0	13	14	1	—			13	14	1
70	42	13	9	9	143	7·8	3	6	7	—			—			65	8	4	10	9	6	—			10	9	6
9	27	4	24	–	64	15·	—			—			—			—			4	11	3	—			4	11	3
34	34	15	8	10	101	9·	2	13	10	—			—			42	16	8	4	2	0	—			[a]4	2	0
27	14	23	7	11	82	11·1	1	19	7	4	16	4	1	10	0	49	17	6	26	10	3	—			26	10	3
33	25	10	6	11	85	9·1	3	4	9	—			4	10	0	60	6	8	25	6	10	—			25	6	10
57	29	29	11	15	141	8·7	5	11	7	12	1	3	7	0	0	77	18	4	31	4	2	—			31	4	2
22	24	37	19	9	111	9·	5	4	2	—			3	0	0	77	3	4	19	18	0	—			19	18	0
15	8	8	8	6	45	8·9	1	0	11	—			—			24	0	0	—			—			—		
34	6	15	18	–	73	8·5	4	2	10	—			1	0	0	35	18	4	14	7	8	—			14	7	8
33	29	8	11	4	85	10·7	—			—			—			28	0	0	6	10	0	—			6	10	0
22	23	35	40	25	145	9·6	3	4	5	—			1	0	0	57	10	0	25	19	11	—			25	19	11
39	30	33	18	12	132	9·7	6	0	4	0	19	0	4	10	0	100	11	8	30	0	0	5	0	0	35	0	0
34	37	13	14	–	98	9·2	1	10	6	—			—			24	6	0	5	0	7	—			5	0	7
28	32	11	14	–	85	8·8	3	15	2	7	18	4	3	0	0	58	0	0	15	10	4	5	0	0	20	10	4
15	27	1	–	–	43	7·6	0	10	5	—			—			18	0	0	6	1	3	—			6	1	3
39	29	12	16	8	104	8·4	4	0	7	—			—			50	15	0	5	8	9	—			5	8	9
44	18	21	10	4	97	9·6	1	14	3	—			5	0	0	49	3	4	6	0	0	—			6	0	0
25	31	14	22	6	98	11·2	1	5	1	—			—			24	0	0	3	17	11	—			3	17	11
38	33	18	7	5	101	9·	1	10	3	—			1	0	0	51	1	8	—			—			—		
25	17	21	10	5	78	9·7	0	19	10	1	10	0	—			24	0	0	7	7	6	—			[a]7	7	6
17	13	6	12	15	63	9·6	1	13	7	2	9	0	—			29	6	8	15	0	0	—			15	0	0
23	18	12	4	1	58	9·2	2	3	8	1	10	0	4	0	0	33	16	8	8	6	4	—			8	6	4
27	18	12	12	11	80	11·5	0	14	4	1	10	0	4	0	0	45	6	8	7	5	7	—			7	5	7
59	37	17	23	12	148	8·9	2	10	5	2	5	0	7	10	0	60	10	0	13	6	5	—			[a]13	6	5
25	13	15	23	–	76	10·2	0	11	11	1	10	0	—			26	0	0	7	6	1	—			[a]7	6	1
24	13	5	8	–	50	8·4	1	7	4	1	10	0	—			18	0	0	6	2	9	7	10	0	13	12	9
33	14	11	16	7	81	9·8	1	2	10	—			—			18	0	0	8	13	10	—			8	13	10
48	64	29	17	15	173	10·2	7	0	2	—			10	10	0	65	18	4	14	7	9	10	0	0	[a]24	7	9
121	44	–	–	–	165	6·	0	17	11	—			—			35	8	4	—			6	5	0	a6	5	0
68	74	35	31	18	226	9·8	3	3	9	—			—			47	0	0	9	18	0	10	0	0	[a]19	18	0
29	29	30	34	37	159	10·5	8	14	3	—			3	0	0	92	10	0	36	2	5	—			36	2	5
28	15	13	9	18	83	10·3	5	17	7	—			4	0	0	53	13	4	7	18	3	—			7	18	3
46	32	22	11	12	123	10·5	1	10	6	2	19	6	—			75	0	0	8	5	0	—			8	5	0
7	16	–	22	8	53	17·4	—			—			—			—			2	6	0	—			2	6	0
49	35	19	4	5	112	7·3	0	17	3	1	17	6	1	10	0	43	15	0	6	2	5	—			6	2	5
18	35	27	31	16	127	9·9	2	16	5	—			5	0	0	61	11	8	13	0	0	5	0	0	[a]18	0	0
38	36	12	11	7	104	9·5	0	13	2	—			—			24	0	0	9	0	8	1	0	0	10	0	8
31	23	26	11	6	97	8·7	3	4	8	—			—			63	0	0	13	2	7	26	0	0	[a]39	2	7
48	30	29	19	11	137	9·3	7	7	1	—			—			38	0	0	9	8	4	7	10	0	[a]16	18	4
46	25	24	30	17	142	9·2	3	11	4	—			2	0	0	61	1	8	15	4	9	7	10	0	[a]22	14	9
24	27	16	12	1	80	9·2	0	11	3	—			—			24	0	0	6	4	7	2	0	0	8	4	7
62	52	–	18	7	139	9·	3	2	5	—			5	10	0	36	11	8	26	4	6	10	0	0	[a]36	4	6
–	34	23	18	–	75	14·	—			—			—			—			11	10	0	—			11	10	0
37	42	22	4	10	115	8·5	2	15	0	—			9	0	0	73	6	8	22	10	4	11	0	0	[a]33	10	4
43	30	–	19	–	92	9·	2	0	0	—			—			37	10	0	10	0	0	5	0	0	15	0	0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
208	6061	Bangor, . .	Ballymullan, .		–	E.C.	Pres.	101	82	183	65	51	116	75
209	6092	Killyleagh, .	Killyleagh, . f.		Pres.	–	Pres.	–	56	56	–	44	44	34
210	6151	Grey Abbey, .	Ballyboley, . .		Pres.	–	Pres.	83	40	123	55	32	87	53
211	6165	Magheralin, .	Edenmore, . .		Pres.	–	Pres.	36	38	74	21	22	43	25
212	6222	Drumbo, . .	Ballymacbrennan,		–	Pres.	Pres.	56	42	98	35	25	60	35
213	6259	Holywood, .	Holywood, Paroc. m.		E.C.	–	E.C.	91	–	91	59	–	59	35
214	6281	Dromara, .	Burren, . .		–	E.C.	Pres.	66	25	91	40	17	57	26
215	6286	Killaney, . .	Carricknaveagh, .		Pres.	–	Pres.	89	68	157	62	46	108	67
216	6312	Magheradrool, .	Ballymaglave, .		Pres.	–	Pres.	74	65	139	52	47	99	61
217	6327	Blaris, . .	Largymore, .		–	E.C.	Pres.	152	57	209	98	38	136	94
218	6378	Holywood, .	Holywood, Paroc. f.		E.C.	–	E.C.	–	100	100	–	71	71	43
219	6442	Kilbroney, .	Killowen, . m.		R.C.	–	R.C.	75	–	75	56	–	56	34
220	6522	Kilmood, . .	Drumhirk, No. 1, .		–	Pres.	Pres.	46	23	69	25	16	41	25
221	6523	Knockbreda, .	Bridge-End, f.		R.C.	–	R.C.	–	164	164	–	100	100	54
222	6524	Dromore, .	Tullyglush, .		Pres.	–	Pres,	60	52	112	40	38	78	48
223	6594	Donaghcloney, .	Fortescue, . .		Pres.	–	E.C.	80	41	121	50	26	76	47
224	6641	Newtownards, .	Newtownards, .		Pres.	–	Pres.	44	88	132	24	53	77	52
225	6642	Newry, . .	Windsor Hill, m.		E.C.	–	E.C.	179	–	179	103	–	103	63
226	6643	Do. . .	Do. . . f.		E.C.	–	Pres.	–	99	99	–	60	60	37
227	6644	Tullylish, .	Bann, . day, f.		R.C.	–	R.C.	–	139	139	–	80	80	46
			Do. . . evg.		–	–	–	–	117	117	–	61	61	27
228	6686	Kilkeel, . .	Kilkeel, . .		Pres.	–	Pres.	93	86	179	60	49	109	60
229	6748	Tullylish, .	Milltown, . m.		–	Pres.	Pres.	87	–	87	59	–	59	46
			Do. . . evg.		–	–	–	63	22	85	33	6	39	26
230	6833	Magheralin, .	Dollingstown, .		E.C.	–	E.C.	89	53	142	50	25	75	37
231	6878	Comber, . .	Ballystockart, .		Pres.	–	E.C.	43	35	78	33	24	57	36
232	6911	Kilbroney, .	Killowen, . f.		R.C.	–	R.C.	–	77	77	–	53	53	29
233	6912	Newtownards, .	Drumhirk, No. 2, .		–	E.C.	Pres.	62	44	106	42	27	69	48
234	6930	Tullylish, .	Milltown, . f.		–	Pres.	Pres.	–	90	90	–	56	56	38
235	6931	Kilkeel, . .	Ballymartin, .		R.C.	–	R.C.	75	61	136	58	40	98	59
236	7043	Annaclone, .	Annaclone, . .		Pres.	–	Pres.	43	53	96	28	35	63	32
237	7044	Witter, . .	Ballygalget, .		R.C.	–	R.C.	100	91	191	67	53	120	69
238	7045	Ballytustan, .	Kearney, . .		Pres.	–	Pres.	49	43	92	31	29	60	29
239	7062	Inishargy, .	Glastry, . .		Pres.	–	R.C.	115	78	193	85	57	142	52
240	7096	Ballyphilip, .	Ballyphilip, m.		R.C.	–	R.C.	174	–	174	115	–	115	74
241	7111	Tullylish, .	Gilford Mill, i.		–	E.C.	E.C.	92	71	163	54	45	99	70
242	7146	Dromara, . .	Moydalgan, . .		–	Pres.	E.C.	89	40	129	53	22	75	35
243	7179	Magheradrool, .	Drumaness, .		Pres.	–	Pres.	119	80	199	70	46	116	63
244	7221	Ballyculter, .	Strangford, . .		–	E.C.	E.C.	63	58	121	43	33	76	54
245	7229	Loughinisland, .	Drumaroad, .		R.C.	–	R.C.	46	46	92	30	29	59	30
246	7240	Knockbreda, .	Lagan Village, .		Pres.	–	Pres.	96	96	192	53	62	115	61
247	7267	Drumgooland, .	Magheramayo, f.		R.C.	–	R.C.	–	112	112	–	80	80	33
248	7268	Ballykinlar, .	Ballykinlar, . m.		R.C.	–	R.C.	65	–	65	51	–	51	20
249	7283	Newry, . .	Mill-street (Newry),		–	R.C.	R.C.	287	64	351	135	31	166	85
250	7298	Holywood, .	Knocknagoney, .		Pres	–	Pres.	59	50	109	36	30	66	37
251	7306	Clonduff, . .	Ballygorianmore, .		–	E.C.	E.C.	62	44	106	39	25	64	32
252	7321	Newtownards, .	Movilla-street, .		Pres.	–	Pres.	59	72	131	34	36	70	35
253	7366	Dundonald, .	Ballymiscaw, .		Pres.	–	Pres.	49	30	79	31	22	53	30
254	7384	Drumgooland, .	Leitrim, . .		–	E.C.	Pres.	77	36	113	53	24	77	40
255	7429	Tyrella, . .	Ballykinlar, f.		R.C.	–	R.C.	–	101	101	–	63	63	32
256	7445	Dromara, . .	Magherahamlet, .		–	Pres.	Pres.	92	68	160	59	41	100	48
257	7486	Kilmegan, .	Castlewellan, No. 2,		–	E.C.	E.C.	56	42	98	34	30	64	37
258	7487	Saintfield, .	Boardmills, . .		Pres.	–	Pres.	58	35	93	39	20	59	32
259	7488	Clonduff, . .	Ballymaghery, m.		R.C.	–	R.C.	158	–	158	101	–	101	47
260	7489	Do. . .	Do. . . f.		R.C.	–	R.C.	–	104	104	–	66	66	34
261	7502	Do. . .	Cabra, . m.		–	R.C.	R.C.	90	–	90	48	–	48	20
262	7503	Do. . .	Do. . . f.		–	R.C.	R.C.	–	94	94	–	56	56	24
263	7576	Hillsborough, .	Hillsborough, .		Pres.	–	Pres.	184	69	253	37	16	53	32
264	7605	Ardquin, . .	Ardquin, . .		E.C.	–	E.C.	60	34	94	48	25	73	36
265	7619	Loughinisland, .	Loughinisland, f.	B.	R.C.	–	R.C.	–	158	158	–	107	107	66
266	7671	Kilcoo, . .	Slievenaman, .		–	E.C.	E.C.	28	30	58	18	21	39	17
267	7702	Drumballyroney,	Moneygore, . .		Pres.	–	Pres.	76	62	138	50	46	96	45
268	7720	Clonduff, . .	Tamry, . .		–	E.C.	Pres.	69	36	105	42	27	69	34

[a] Residence free.

1863.—Province of Ulster : County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.								Amount of Local Emoluments received in Aid of Salary.									
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
47	39	17	22	17	142	9·4	5	15	2	—			6	0	0	100	18	4	24	5	0	21	10	0	45	15	0
7	5	6	5	25	48	9·2	2	10	2	—			14	0	0	55	16	8	15	3	6	10	0	0	[a]25	3	6
54	26	21	10	–	111	8·6	2	18	1	—			1	10	0	42	13	10	6	12	7	6	10	0	[a]13	2	7
28	8	9	9	–	54	8·	1	13	11	1	10	0	—			15	7	6	4	14	7	—			4	14	7
34	14	12	8	7	75	9·	0	10	0	1	10	0	1	0	0	49	11	8	4	18	9	—			[a]1	18	9
27	9	15	7	4	62	7·2	7	11	8	3	14	1	—			28	0	0	4	8	0	10	0	0	[a]14	8	0
28	34	9	5	–	76	9·5	0	15	9	1	10	0	—			24	0	0	9	3	0	10	0	0	19	3	0
33	30	34	21	11	129	9·	2	13	4	0	19	0	3	0	0	60	16	8	16	9	4	1	13	0	18	2	4
27	19	27	10	15	98	9·5	1	10	0	—			—			50	10	0	30	7	0	—			30	7	0
61	30	20	23	12	146	9·2	5	2	3	2	5	0	9	10	0	88	5	0	18	8	8	6	10	0	24	18	8
29	20	15	5	6	75	8·4	1	1	10	5	8	4	—			68	6	8	6	9	2	10	0	0	16	9	2
18	17	10	15	–	60	10·	—			—			—			18	0	0	6	4	9	—			6	4	9
27	16	14	2	–	59	10·8	0	14	8	—			—			15	15	0	2	14	7	—			2	14	7
68	38	8	15	–	129	8·6	1	6	6	—			3	0	0	40	5	0	11	0	0	3	0	0	14	0	0
19	30	12	17	12	90	8·9	2	5	5	—			—			41	16	8	19	12	7	—			[a]19	12	7
33	26	11	15	–	85	8·6	1	14	3	—			1	10	0	34	0	0	12	13	6	1	10	0	[a]14	3	6
43	17	8	27	–	95	7·	2	2	5	—			2	0	0	45	16	8	4	12	4	—			[a]4	12	4
34	25	19	12	23	113	9·8	2	2	5	—			10	0	0	49	16	8	6	7	10	—			[a]6	7	10
21	13	14	16	–	64	7·6	2	2	9	—			7	0	0	22	6	8	3	6	2	—			[a]3	6	2
43	26	22	9	4	104	9·9	3	15	7	—			—			42	15	0	6	10	0	—			6	10	0
26	18	20	14	–	78	13·3	—			—			—			—			1	10	4	—			1	10	4
37	29	18	40	–	124	9·8	2	0	3	—			4	0	0	49	11	8	9	14	3	10	0	0	19	14	3
17	19	18	9	4	67	8·3	2	3	4	—			8	0	0	42	16	8	10	17	3	15	0	0	[a]25	17	3
–	14	20	37	–	71	15·	—			—			—			—			1	9	2	—			1	9	2
53	12	5	7	–	77	8·4	1	6	0	—			—			21	13	4	3	13	10	—			3	13	10
11	15	10	12	8	56	8·2	2	7	1	—			2	0	0	38	10	0	8	16	9	—			8	16	9
24	11	12	12	–	59	9·8	—			—			—			16	0	0	3	10	4	—			3	10	4
39	20	11	8	–	78	8·7	3	0	1	1	10	0	1	0	0	41	18	4	13	4	4	7	10	0	20	14	4
26	19	17	13	–	75	7·7	1	15	9	1	10	4	—			36	6	8	5	16	2	10	0	0	15	16	2
37	28	22	31	–	118	10·	1	2	4	1	17	6	—			20	15	0	5	10	5	—			5	10	5
29	26	10	18	–	83	9·	1	0	3	1	17	6	—			22	10	0	6	0	2	—			6	0	2
65	38	24	16	10	153	9·3	2	10	6	2	5	0	—			35	5	0	12	10	5	—			12	10	5
25	16	15	18	–	74	8·8	1	0	1	1	10	0	—			18	6	8	7	4	1	—			7	4	1
63	19	11	41	–	134	9·8	1	1	6	1	17	6	—			32	0	0	6	5	5	—			6	5	5
43	51	25	10	7	136	9·9	4	17	3	2	5	0	—			84	13	4	19	2	8	—			19	2	8
103	13	–	–	–	116	5·1	—			1	17	6	1	0	0	43	11	8	—			—			—		
33	39	7	7	5	91	9·1	7	3	5	1	17	6	2	0	0	28	11	8	5	1	7	—			[a]5	1	7
57	52	19	9	15	152	11·5	3	12	3	4	15	6	4	0	0	48	0	0	24	0	0	—			[a]24	0	0
27	24	12	12	1	76	10·6	5	5	3	7	12	2	4	0	0	54	15	0	8	19	8	19	5	0	[a]28	4	8
26	28	9	3	–	66	9·3	1	6	0	—			—			29	13	4	2	10	1	—			2	10	1
89	25	9	–	–	123	6·8	2	4	4	—			—			45	10	0	7	11	1	—			7	11	1
29	37	14	8	6	94	10·4	—			—			—			18	0	0	2	4	3	—			2	4	3
21	19	12	2	1	55	8·4	0	5	0	3	17	4	—			32	0	0	1	2	6	17	0	0	18	2	6
122	69	18	14	–	223	9·2	0	11	9	—			—			38	0	0	19	6	8	—			19	6	8
41	17	16	3	–	77	8·8	1	11	7	—			—			35	0	0	8	0	0	10	0	0	18	0	0
27	28	13	5	–	73	8·1	0	11	11	—			—			28	16	8	4	0	0	7	0	0	[a]11	0	0
37	20	18	7	–	82	8·5	3	11	5	—			—			44	13	4	4	7	7	—			4	7	7
23	16	10	14	–	63	9·4	1	0	3	—			—			26	0	0	7	9	9	5	0	0	[a]12	9	9
27	16	23	15	11	92	9·5	1	10	11	—			5	16	8	51	16	8	12	1	4	6	0	0	18	1	4
34	22	12	11	–	79	9·7	1	6	3	—			—			31	5	0	0	18	8	12	0	0	12	18	3
42	44	9	14	4	113	9·9	1	5	1	—			1	0	0	40	0	0	8	2	6	—			8	2	6
32	19	10	13	2	76	9·1	0	14	6	—			4	0	0	34	10	0	4	7	0	30	0	0	[a]34	7	0
19	21	18	10	2	70	9·3	4	0	8	—			—			32	0	0	8	17	5	—			8	17	5
39	42	27	16	11	135	8·9	2	2	9	—			—			46	13	4	8	7	5	—			8	7	5
26	28	12	4	–	70	9·7	1	2	6	—			1	0	0	24	18	4	4	13	0	—			4	13	0
24	19	8	15	–	66	9·	0	11	3	—			—			24	0	0	1	17	1	—			1	17	1
22	9	15	11	12	69	10·2	0	10	5	—			—			22	0	0	2	1	2	—			2	1	2
10	15	9	13	6	53	10·5	0	10	6	—			—			26	0	0	13	2	2	—			13	2	2
48	13	18	2	–	81	9·	0	15	2	1	10	0	—			26	10	0	3	15	0	10	0	0	13	15	0
29	21	33	18	38	139	12·6	1	3	1	—			5	10	0	80	8	4	10	11	1	1	8	10	11	19	11
18	9	2	5	–	34	7·5	0	1	6	1	10	0	—			18	0	0	0	10	6	6	0	0	[a]6	10	6
59	41	12	9	–	121	7·7	1	10	0	1	10	0	—			16	10	0	8	17	9	—			8	17	9
21	23	15	28	–	87	8·6	0	18	4	1	10	0	—			24	0	0	4	9	9	7	0	0	[a]11	9	9

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
269	7725	Comber, . .	Ballymaglaffe, .		Pres.	–	Pres.	42	44	86	28	29	57	35
270	7734	Hillsborough, .	Reilly's Trench, .		R.C.	–	R.C.	52	49	101	27	25	52	85
271	7779	Aghaderg, .	Loughbrickland, No. 2,		Pres.	–	Pres.	72	57	129	48	37	85	58
272	7780	Dromore, . .	Ballymacormack, .		Pres.	–	E.C.	56	30	86	34	17	51	34
273	7818	Kilcoo, . .	Burrenreagh, .		–	E.C.	R.C.	44	42	86	30	31	61	34
274	7894	Aghaderg, .	Brague, . .		Pres.	–	Pres.	20	22	42	18	14	32	20
275	7905	Drumbo, . .	Legacurry, . .		Pres.	–	Pres.	73	24	97	42	13	55	31
276	7906	Loughinisland, .	Clough, . .		–	E.C.	Pres.	61	51	112	47	33	80	46
277	7919	Lower Mourne,	Glasdrummond, .		R.C.	–	R.C.	40	36	76	26	24	50	26
278	7934	Kilclief, . .	Kilclief, . .		R.C.	–	R.C.	51	28	79	34	18	52	27
279	7974	Magherally, .	Magherally, day,		Pres.	–	Pres.	59	57	116	31	36	67	37
			Do. . . evg.		–	–	–	82	35	117	42	23	65	36
280	8053	Seapatrick, .	Banbridge, . f.		R.C.	–	R.C.	–	122	122	–	73	73	38
281	8058	Hillsborough, .	Edenticullo, .		Pres.	–	Pres.	46	28	74	31	18	49	25
282	8137	Garvaghy, .	Shanrod, . .		R.C.	–	R.C.	104	58	162	76	35	111	54
283	8145	Seapatrick, .	Scarva-street, .		Pres.	–	Pres.	145	87	232	89	51	140	92
284	8169	Comber, . .	Smyth's, . .		Pres.	–	Pres.	96	88	184	64	57	121	93
285	8190	Newtownards, .	Ballyrogan, . .		–	Pres.	Pres.	81	46	127	44	24	68	37
286	8254	Knockbreda, .	Ballymacarrett, i.		–	Pres.	Pres.	100	106	206	57	54	111	62
287	8300	Aghaderg, .	Glaskermore, .		–	Pres.	E.C.	53	39	92	37	24	61	27
288	8325	Donaghadee, .	Donaghadee, No. 2,		Diss.	–	Diss.	77	60	137	50	34	84	47
289	8369	Lambeg, . .	Lambeg, . m.		–	E.C.	E.C.	214	–	214	131	–	131	76
290	8370	Do. . .	Do. . . f.		–	E.C.	E.C.	–	148	148	–	89	89	49
291	8406	Kilbroney, .	Drumreagh, .		R.C.	–	R.C.	44	28	72	37	24	61	30
292	8413	Newtownards, .	Zion-place, . .		Diss.	–	Pres.	100	88	188	49	50	99	56
293	8437	Tullylish, .	Mullabrack, .		Pres.	–	Pres.	67	73	140	41	38	79	39
294	8442	Do. . .	Moyallen, . .		–	Diss.	Pres.	188	123	311	84	51	135	76
295	8448	Donaghmore, .	Donaghmore, .		–	Pres.	Pres.	56	38	94	41	26	67	42
296	8477	Drumgath, .	Newry-street,											
			Rathfriland, m.		–	Pres.	Pres.	150	–	150	91	–	91	68
297	8484	Do. . .	Do. . . f.		–	Pres.	Pres.	–	111	111	–	77	77	54
298	8508	Killaney, . .	Boardmills, f.		Pres.	–	Pres.	–	59	59	–	35	35	24
299	8523	Down, . .	Infirmary-lane, .		Pres.	–	Pres.	36	50	86	19	29	48	31
300	8576	Holywood, .	Beersbridge, day,		–	Pres.	Pres.	207	169	376	102	79	181	101
			Do. . . evg.					158	86	244	67	34	101	44
301	8577	Garvaghy, .	Tullyorier, . .		R.C.	–	R.C.	77	21	98	42	10	52	22
302	8590	Magherally, .	Tonaghmore, .		Pres.	–	Pres.	61	43	104	45	35	80	44
303	8624	Do. . .	Ballymoney, .		Pres.	–	Pres.	44	32	76	31	25	56	25
304	8636	Ardglass, .	Ardglass, . .		Pres.	–	Pres.	19	38	57	12	21	33	21
305	8637	Knockbreda, .	Henryville, . .		Pres.	–	Pres.	77	35	112	42	20	62	38
306	8695	Donaghcloney, .	Warringstown, day,		Pres.	–	Pres.	79	–	79	57	–	57	33
			Do. . . evg.					54	30	84	30	20	50	24
307	8704	Do. . .	Corcreeny, . .		Pres.	–	Pres.	60	47	107	31	28	59	31
308	8714	Donaghmore, .	Tullymore, . .		–	Pres.	E.C.	38	24	62	26	16	42	24
309	8728	Donaghcloney, .	Warringstown, f.		Pres.	–	Pres.	–	76	76	–	47	47	21
310	8742	Drumgooland, .	Drumlee, . .		Pres.	–	Pres.	74	37	111	43	21	64	33
311	8753	Donaghadee, .	Donaghadee, No. 3,		Pres.	–	Pres.	102	80	182	48	42	90	57
312	8754	Bangor, . .	Copeland Island, .		Diss.	–	Diss.	17	7	24	10	6	16	11
313	8790	Knockbreda, .	Willowvale, . .		Diss.	–	Diss.	48	64	112	30	33	63	34
314	8801	Ardglass, .	Ardglass, . m.	v.t.	R.C.	–	R.C.	63	–	63	50	–	50	34
315	8813	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	94	94	–	84	84	46
316	8885	Holywood, .	Holywood, . m.		Pres.	–	Pres.	266	–	266	156	–	156	112
317	8886	Do. . .	Do. . . f.		Pres.	–	E.C.	–	135	135	–	80	80	56
318	8887	Do. . .	Do. . . i.		Pres.	–	Pres.	69	50	119	43	32	75	52
319	8888	Newtownards, .	Anne-street, f.	v.t.	R.C.	–	R.C.	–	88	88	–	66	66	38
320	8916	Ardkeen, . .	Kirkstown, . .		–	E.C.	Pres.	81	67	148	52	41	93	52
321	8917	Magheradrool, .	Ballynahinch, 2, .		Diss.	–	Diss.	46	39	85	23	22	45	32
322	8937	Dromore, .	Dromore, 3, .		Pres.	–	Pres.	55	32	87	37	18	55	31
323	8968	Comber, . .	Killynether, .		Pres.	–	Pres.	60	35	95	34	25	59	41
324	8983	Saintfield, .	Tonaghmore, .		Pres.	–	Pres.	64	44	108	43	29	72	45
325	9064	Drumballyroney,	Annahinchigo, .		–	E.C.	Pres.	73	61	134	49	44	93	47
326	9086	Ballywalter, .	Ballyferis, . .		Pres.	–	Pres.	24	14	38	23	12	35	30
327	9094	Newtownards, .	Anne-street, m.	v.t.	R.C.	–	R.C.	85	–	85	63	–	63	38

a Residence free.

1863.—Province of Ulster: County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
26	14	10	13	4	67	8·6	1 9 9	1 10 0	—	24 15 0	13 7 0	2 10 0	[a]15 17 0	
26	9	9	6	2	52	8·5	1 10 1	—	—	18 0 0	9 14 9	—	[a]9 14 9	
25	23	14	21	19	102	9·9	3 13 5	1 17 6	4 0 0	63 0 0	40 0 0	—	40 0 0	
15	9	12	10	8	54	8·3	0 14 8	1 10 0	—	30 16 8	7 19 5	—	7 19 5	
26	19	15	5	–	65	7·5	0 17 9	1 10 0	—	24 0 0	1 7 0	4 0 0	[a]5 7 0	
11	8	8	6	–	33	8·2	—	—	—	14 0 0	1 18 0	—	1 18 0	
25	26	5	3	4	63	8·7	1 8 [illegible]	—	—	28 0 0	7 0 8	—	7 0 8	
25	37	14	10	4	90	10·4	1 15 2	—	1 0 0	44 15 0	11 12 8	15 0 0	26 12 8	
31	13	8	2	–	54	8·8	0 10 3	—	—	15 0 0	1 8 0	—	1 8 0	
39	9	14	5	1	68	8·3	—	—	—	24 0 0	4 9 2	—	4 9 2	
30	23	15	23	–	91	8·	0 19 1	1 10 0	—	54 17 9	11 0 6	0 10 0	[a]11 10 6	
–	24	–	23	–	47	14·	—	—	—	—	1 10 0	—	1 10 0	
23	29	8	7	10	77	7·7	1 4 10	—	—	25 16 8	25 10 6	—	25 10 6	
28	12	10	1	4	55	8·2	1 3 9	—	—	18 0 0	12 6 6	—	12 6 6	
34	52	16	9	9	120	8·8	3 19 1	—	5 0 0	59 3 4	7 6 3	—	7 6 3	
46	40	35	22	18	161	8·5	3 6 10	—	3 0 0	86 11 8	34 16 8	—	34 16 8	
34	29	30	15	31	139	9·4	6 19 9	—	13 10 0	96 5 0	48 5 7	—	48 5 7	
42	23	9	7	–	81	7·9	0 10 11	—	—	21 10 0	7 2 6	4 0 0	[a]11 2 6	
75	30	–	–	–	105	6·5	0 8 3	—	—	48 0 0	12 2 10	—	12 2 10	
22	22	10	10	5	69	8·5	0 7 2	1 10 0	—	24 16 8	4 14 4	—	4 14 4	
34	23	13	5	4	79	10·2	—	5 11 1	—	44 16 8	9 19 4	3 10 0	[a]13 9 4	
79	34	27	13	4	157	8·3	3 17 9	6 14 5	1 10 0	40 1 8	15 17 10	16 0 0	[a]31 17 10	
58	28	14	10	–	110	8·2	2 0 6	5 6 10	1 10 0	26 13 4	8 14 7	8 0 0	16 14 7	
27	23	7	2	–	59	9·8	—	1 10 0	—	22 5 0	3 0 0	—	3 0 0	
66	45	12	5	–	128	7·3	1 11 3	2 5 0	—	61 18 4	9 11 9	—	9 11 9	
46	27	13	7	3	96	7·5	1 5 6	2 9 1	—	34 3 4	6 3 9	—	6 3 9	
72	34	23	15	13	157	9·8	8 13 7	6 17 4	2 0 0	71 15 0	6 10 3	14 0 0	[a]20 10 3	
15	25	16	4	8	68	9·6	2 10 3	1 17 6	—	35 0 0	12 17 7	1 0 0	[a]13 17 7	
16	29	20	15	16	96	9·5	3 5 4	1 17 6	—	71 6 8	33 8 8	—	33 8 8	
10	24	26	9	10	79	9·2	1 19 6	1 17 6	2 10 0	48 8 4	21 12 4	—	21 12 4	
19	12	3	5	–	39	8·5	0 11 5	—	—	26 11 1	5 12 0	—	5 12 0	
31	12	5	6	2	56	6·5	0 18 4	—	5 0 0	24 3 4	7 7 9	—	7 7 9	
104	81	19	37	12	253	8·	6 2 1	8 9 8	1 10 0	94 6 8	29 15 0	—	29 15 0	
–	61	36	51	–	148	15·	—	—	—	—	7 10 4	—	7 10 4	
22	20	12	5	1	60	9·4	0 14 0	—	—	20 0 0	1 2 2	—	1 2 2	
31	24	8	5	–	68	7·7	2 1 5	—	—	29 0 0	8 7 1	—	8 7 1	
16	24	5	5	–	50	8·3	0 10 0	—	—	17 13 4	2 10 0	—	2 10 0	
14	7	9	6	–	36	7·2	0 16 0	—	—	16 0 0	3 8 6	1 0 0	4 8 6	
50	20	8	6	–	84	8·6	0 10 3	—	—	17 0 0	5 10 4	—	5 10 4	
22	10	11	10	1	54	8·1	0 13 11	—	—	38 4 5	6 7 8	—	6 7 8	
20	14	4	13	–	51	18·4	—	—	—	—	1 10 0	—	1 10 0	
34	24	16	7	–	81	10·5	—	—	—	15 0 0	3 11 5	—	3 11 5	
23	12	6	7	–	48	6·6	0 12 11	—	—	15 0 0	1 10 0	2 10 0	4 0 0	
24	14	3	5	–	46	8·1	—	—	—	20 0 0	2 18 7	—	[a]2 18 7	
35	16	29	1	4	85	8·1	0 17 1	—	—	21 13 4	5 0 0	—	5 0 0	
71	26	15	8	–	120	7·8	2 12 9	4 9 7	—	48 5 0	17 11 9	—	17 11 9	
7	7	7	–	–	21	10·	0 14 3	—	—	14 7 6	—	—	—	
36	17	10	3	–	66	7·	1 17 0	—	—	18 10 0	3 5 3	—	3 5 3	
37	10	6	4	3	60	9·1	1 18 10	4 10 0	—	3 17 9	2 3 11	—	2 3 11	
31	20	17	11	13	92	8·9	0 19 7	4 10 0	—	5 16 8	2 1 10	—	2 1 10	
43	89	33	16	13	194	9·1	9 11 10	8 9 3	3 5 0	119 0 0	36 19 8	14 13 4	51 13 0	
24	32	14	17	14	101	10·3	0 11 3	8 16 8	2 5 0	66 8 4	25 8 5	20 0 0	45 8 5	
80	7	–	–	–	87	5·2	—	6 14 5	—	34 13 4	13 12 1	—	13 12 1	
36	23	13	5	1	78	9·6	1 7 10	7 4 9	1 10 0	57 10 0	6 16 2	4 0 0	10 16 2	
66	28	13	7	–	114	8·9	3 2 1	—	—	27 13 4	12 3 4	—	12 3 4	
24	9	14	–	5	52	11·	1 15 6	3 18 4	—	15 0 0	7 19 1	—	7 19 1	
26	19	17	10	–	72	8·3	1 18 2	—	—	21 0 0	7 16 5	—	7 16 5	
14	15	14	16	–	59	8·5	0 14 10	—	—	27 16 8	10 0 0	—	10 0 0	
17	22	7	29	17	92	9·	2 6 0	—	—	25 3 4	12 3 4	—	12 3 4	
44	38	11	9	–	102	8·8	1 10 3	4 10 0	—	26 8 10	12 7 3	9 5 0	[a]21 12 3	
11	9	5	11	–	36	9·1	1 18 0	4 0 0	—	16 0 0	4 10 6	5 0 0	[a]9 10 6	
35	20	8	5	7	75	9·3	1 12 0	—	2 0 0	18 6 8	7 2 4	9 11 8	16 14 0	

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
328	9129	Drumballyroney,	Drumdreenagh, .		–	Pres.	Pres.	90	59	149	64	40	104	53
329	9151	Tullylish, .	Ballydougan, day,		–	Pres.	Pres.	74	78	152	66	65	131	67
			Do. . . evg.		–	–	–	79	30	109	50	23	73	40
330	9175	Ballyphilip, .	Portaferry, No. 3, .		Diss.	–	Diss.	33	10	43	24	8	32	27
331	9176	Magheralin, .	Drumnaferry, .		Pres.	–	Pres.	53	42	95	44	31	75	38
332	9187	Shankill, .	Kilmore, No. 2, .		Pres.	–	Pres.	19	19	38	17	17	34	24
333	9224	Holywood, .	Belmont, . f.		Pres.	Pres.	Pres.	–	70	70	–	50	50	33
			Total of Ordinary Schools, 333, .					25,807	19,452	45,259	16,031	12,173	28,204	15,896
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	7774	Newtownards, .	Newtownards, Mod. m.	v.c.	– }	Coms. of Nat. Ed.	Pres.	302	–	302	200	–	200	177
2	7775	Do. . .	Do. . . f.	v.c.	– }		E.C.	–	209	209	–	134	134	113
3	7776	Do. . .	Do. . . i.	v.c.	– }		R.C.	64	84	148	44	51	95	81
4	243	Newry, . .	High-st. Convent, f.	R.C.			R.C.	–	774	774	–	480	480	350
5	7272	Down, . .	John-st. do. .	–		R.C.	R.C.	93	179	272	54	123	177	110
6	3068	Seapatrick, .	Banbridge Workh.	– }	P. L. Guar.		Pres.	82	64	146	48	33	81	59
7	3350	Newtownards, .	Newtownards do.	– }			Pres.	128	188	316	73	100	173	110
			Total of Special Schools, 7, .					669	1498	2,167	419	921	1,340	1000
			Grand Total for Co. Down, 340,					26,476	20,950	47,426	16,450	13,094	29,544	16,896

COUNTY OF

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	263	Aghalurcher, .	Moat, . .		R.C.	–	R.C.	33	48	81	19	35	54	23
2	264	Clones, East, or Rossteagh, .	Bruskcarnagh, .	B.	R.C.	–	R.C.	60	25	85	35	15	50	35
3	265	Clones, . .	Deerpark, . .	B.	R.C.	–	R.C.	128	76	204	68	40	108	64
4	267	Do. . .	Rossbrick, . .	V.T.	R.C.	–	R.C.	50	42	92	26	17	43	26
5	269	Enniskillen, .	Shankill, . .		R.C.	–	R.C.	148	93	241	31	17	48	19
6	271	Derryvullan, .	Slee, . . .		–	Diss.	R.C.	37	27	64	24	18	42	17
7	274	Enniskillen, .	Killea, . .	V.T.	E.C.	–	R.C.	90	42	132	46	20	66	27
8	275	Do. . .	Carrickmacmea, .		R.C.	–	R.C.	62	32	94	36	20	56	34
9	277	Galloon, . .	Moorlough, .		R.C.	–	R.C.	33	26	59	22	14	36	23
10	278	Do. . .	Newtownbutler, m.		R.C.	–	R.C.	96	–	96	57	–	57	29
11	279	Do. . .	Manorwaterhouse,	B.	R.C.	–	R.C.	58	36	94	35	24	59	29
12	281	Do. . .	Drumbarry, .	V.T.	R.C.	–	R.C.	47	32	79	28	15	43	16
13	282	Killesher, .	Crossroads, .		R.C.	–	R.C.	104	44	148	53	24	77	33
14	283	Kinawley, .	Derrylin, . m.		R.C.	–	R.C.	101	–	101	67	–	67	33
15	284	Do. . .	Stonepark, . .		R.C.	–	R.C.	44	40	84	31	28	59	26
16	1162	Galloon, . .	Drumlone, . .	B.	R.C.	–	R.C.	83	57	140	48	34	82	34
17	1247	Aghalurcher, .	Mullaghfad, .	V.T.	R.C.	–	R.C.	52	43	95	33	31	64	34
18	1250	Clones, . .	Cornagague, .	B.	R.C.	–	R.C.	44	31	75	24	12	36	18
19	1251	Derryvullan, .	Drumaul,[b] . .	V.T.	–	E.C.	–	–	–	–	–	–	–	–
20	1740	Galloon, . .	Kilturk, . .	B.	R.C.	–	R.C.	49	69	118	23	32	55	25
21	1741	Drumkeeran, .	Gushedy, . .		–	R.C.	R.C.	58	29	87	43	20	63	34
22	1742	Devenish, .	Lisded, . .	A.	R.C.	–	R.C.	88	55	143	45	36	81	38
23	1748	Aghavea, . .	Ardmoney, . .		R.C.	–	R.C.	67	43	110	33	26	59	29
24	1998	Enniskillen, .	Tempo, . m.		Pres.	–	Pres.	73	55	128	46	38	84	34
25	2034	Do. . .	Enniskillen, m.	V.T.	R.C.	–	R.C.	202	–	202	119	–	119	69
26	2035	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	156	156	–	77	77	32
27	2038	Devenish, .	Monea, . .	A.	R.C.	–	R.C.	64	44	108	34	26	60	29

[b] Residence free.

1863.—Province of Ulster: County of Down—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
60	45	19	19	–	143	8·5	3 0 3	5 0 10	—	25 13 4	8 14 2	—	8 14 2
87	43	8	8	6	152	8·1	2 5 5	7 11 10	—	12 13 4	8 0 0	—	[a]8 0 0
10	37	18	44	–	109	19·7	—	—	—	—	2 13 4	—	2 13 4
6	7	5	8	16	42	11·1	1 13 11	4 0 0	—	1 13 4	4 18 1	16 0 0	20 18 1
43	12	7	6	–	68	10·8	1 0 6	4 0 0	—	6 5 0	6 0 0	—	6 0 0
19	12	7	–	–	38	6·6	1 5 1	4 0 0	—	4 13 4	0 14 10	—	0 14 10
37	12	7	5	2	63	7·8	1 1 6	4 0 0	—	0 10 0	1 17 1	5 0 0	6 17 1
11,823	9,286	5,411	4,680	1,892	33,092		680 19 8	326 12 1	431 1 8	12,831 12 10	3,377 13 2	728 6 2	4,105 19 4
–	21	61	84	58	224	11·2							
–	11	42	50	24	127	11·5	41 13 5	8 4 7	—	1,021 10 6	190 12 8	—	190 12 8
83	29	12	–	–	124	5·5							
256	113	58	39	30	496	11·	—	—	14 10 0	116 17 11	—	—	—
101	44	28	10	5	188	7·3	4 10 8	—	12 10 0	60 13 4	12 17 1	—	12 17 1
47	18	8	3	–	76	8·	1 5 3	—	4 0 0	—	—	—	—
107	45	16	19	–	187	10·3	3 10 5	—	16 5 0	—	—	—	—
594	281	225	205	117	1,422		50 19 9	8 4 7	47 5 0	1,199 1 9	203 9 9	—	203 9 9
12,417	9,567	5,636	4,885	2,009	34,514		731 19 5	334 16 8	478 6 8	14,030 14 7	3,581 2 11	728 6 2	4,309 9 1

FERMANAGH—127 Schools.

40	11	12	5	4	72	8·2	0 5 0	—		—	22 10 0	0 19 7	—	0 19 7
13	22	13	6	9	63	10·5	1 3 10	—		—	31 6 8	1 18 0	—	1 18 0
63	52	24	13	4	156	9·8	1 13 6	—		—	33 10 0	6 3 0	2 0 0	8 3 0
18	21	11	11	–	61	9·4	0 18 8	—		—	13 15 0	0 7 6	—	0 7 6
33	25	13	7	2	80	10·4	0 6 0	—		—	24 0 0	2 16 2	—	2 16 2
15	12	8	4	–	39	9·5	—	—		—	26 0 0	0 16 6	—	0 16 6
32	19	15	20	13	99	9·5	1 3 1	—		—	18 0 0	1 13 0	—	1 13 0
30	18	8	18	9	83	11·	0 17 2	—	3 0 0	49 11 8	0 16 0	—	0 16 0
18	9	4	10	6	47	9·8	0 9 0	—	1 0 0	16 10 0	4 19 6	—	[a]4 19 6
24	19	11	10	7	71	10·	0 5 3	—		—	18 0 0	5 0 1	—	5 0 1
17	19	27	15	–	78	10·3	0 8 1	—		—	26 0 0	2 9 0	—	2 9 0
17	10	13	6	4	50	10·	0 10 0	—		—	24 0 0	1 17 6	—	1 17 6
15	19	22	17	7	80	11·	1 1 7	—		—	56 3 4	2 19 6	—	2 19 6
15	29	19	9	6	78	11·	0 15 0	—		—	35 0 0	2 14 7	—	2 14 7
23	23	10	6	–	62	10·	0 13 0	—		—	18 0 0	0 4 0	—	0 4 0
24	24	23	24	–	95	10·2	1 0 7	1 17 6		—	32 0 0	1 11 6	—	1 11 6
33	29	7	11	–	80	8·1	0 14 10	—		—	18 0 0	1 14 0	—	1 14 0
10	18	12	5	–	45	8·8	0 12 9	—		—	18 0 0	0 18 0	—	0 18 0
–	–	–	–	–	–	–	—	—		—	—	—	—	—
30	20	15	16	–	81	9·6	0 10 10	—		—	28 0 0	2 17 0	—	2 17 0
30	29	11	4	7	81	9·7	—	—	4 0 0	28 0 0	1 4 8	—	1 4 8
18	33	6	24	8	89	10·5	1 8 7	1 10 0	3 10 0	47 11 8	6 7 1	—	6 7 1
21	27	12	11	3	74	9·7	0 10 10	—		—	27 0 0	2 9 0	—	2 9 0
44	14	20	13	7	98	10·2	0 17 11	—		—	46 3 4	4 9 7	—	4 9 7
62	38	27	7	15	149	8·5	2 11 11	—	3 15 0	43 6 8	15 19 9	—	15 19 9
48	26	14	12	3	103	11·7	0 16 8	—	1 10 0	59 0 0	6 10 0	—	6 10 0
28	22	5	4	4	63	12·9	0 8 9	—		—	35 0 0	3 9 6	—	3 9 6

[b] Inoperative.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
28	2153	Devenish,	Clare View,	V.T.	–	E.C.	E.C.	24	39	63	15	32	47	24
29	2437	Boho,	Carrickbeg,	B.	R.C.	–	R.C.	62	41	103	42	29	71	27
30	2531	Aghavea,	Tattykeeran,		Pres.	–	R.C.	43	24	67	32	21	53	29
31	2865	Magheracross,	Coa,		R.C.	–	R.C.	71	39	110	36	22	58	27
32	2869	Derryvullan,	Cules,	A.	–	Diss.	Diss.	58	32	90	45	21	66	29
33	2943	Magheraculmoney,	Nedsherry,		–	R.C.	R.C.	95	46	141	58	30	88	46
34	3044	Aghalurcher,	Cavanaleck,		Pres.	–	Pres.	40	27	67	25	19	44	20
35	3145	Enniskillen,	Immarue,	V.T.	–	Pres.	Pres.	71	49	120	38	29	67	29
			Do. evg.		–	–	Pres.	41	–	41	31	–	31	15
36	3267	Magheracross,	Grove,		–	E.C.	E.C.	57	27	84	43	17	60	33
37	3295	Derryvullan,	Liscreevan,	A.	–	Diss.	R.C.	42	29	71	25	20	45	20
38	3494	Devenish,	Garrison,		R.C.	–	R.C.	65	53	118	36	35	71	36
39	3510	Magheracross,	Sydare, m.	A.	–	Diss.	R.C.	44	40	84	35	29	64	27
40	3521	Magheraculmoney,	Aghagaffart,	V.T.	–	E.C.	R.C.	34	23	57	30	19	49	25
41	3525	Drumkeeran,	Tullyhommon,		Pres.	–	R.C.	40	78	118	25	44	69	35
42	3569	Magheraculmoney,	Lack,		–	E.C.	E.C.	34	33	67	20	23	43	20
43	3573	Do.	Cloy,		–	Diss.	E.C.	45	29	74	35	21	56	17
44	3574	Do.	Croneenbun,		R.C.	–	R.C.	98	58	156	60	34	94	42
45	3596	Clones,	Lisroon,		Pres.	–	Pres.	58	39	97	36	23	59	28
46	3676	Belleek,	Tonnoghgorm,		R.C.	–	R.C.	59	57	116	28	31	59	33
47	3677	Drumkeeran,	Aghalane,		Pres.	–	R.C.	65	23	88	41	11	52	30
48	3733	Magheracross,	Drumcullion,		–	E.C.	Diss.	66	38	104	40	21	61	40
49	3777	Enniskillen,	Glenn,		R.C.	–	R.C.	67	47	114	40	23	63	24
50	3793	Cleenish,	Corryglass, West,		R.C.	–	R.C.	64	35	99	31	25	56	29
51	3861	Do.	Carrick,	V.T.	E.C.	–	Pres.	50	23	73	32	14	46	16
52	3864	Kinawley,	Derrymacausey,		R.C.	–	R.C.	45	31	76	28	21	49	30
53	3915	Drumkeeran,	Aghagrefin,	A.	–	E.C.	R.C.	41	24	65	23	14	37	18
54	3980	Kinawley,	Slieverussel, m.	V.T.	R.C.	–	R.C.	101	–	101	78	–	78	34
55	3981	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	76	76	–	57	57	30
56	4144	Galloon,	Newtownbutler, f.		R.C.	–	R.C.	–	71	71	–	49	49	25
57	4173	Cleenish,	Lisbellaw, m.		E.C.	–	E.C.	67	–	67	59	–	59	23
58	4246	Derrybrusk,	Ballyreagh,		Pres.	–	R.C.	75	16	91	29	15	44	23
59	4283	Cleenish,	Lisbellaw, f.		E.C.	–	E.C.	–	85	85	–	52	52	25
60	4321	Kinawley,	Cornaleck,		R.C.	–	R.C.	49	30	79	33	26	59	26
61	4388	Inishmacsaint,	Derrygonnelly,		R.C.	–	R.C.	29	42	71	22	30	52	27
62	4423	Enniskillen,	Carrowkeel,	V.C.	E.C.	–	E.C.	79	46	125	42	22	64	34
63	4425	Aghalurcher,	Ballindarragh,	V.C.	E.C.	–	Pres.	59	44	103	37	34	71	34
64	4551	Drumkeeran,	Ednaveigh,		E.C.	–	E.C.	61	35	96	49	28	77	33
65	4569	Cleenish,	Skea, Temporary,		R.C.	–	R.C.	57	55	112	34	36	70	42
66	4596	Derryvullan,	Drogan,		R.C.	–	R.C.	29	49	78	23	32	55	26
67	4635	Aghavea,	Tatnamona,		Pres.	–	E.C.	44	23	67	30	20	50	26
68	4708	Do.	Ednagilhorn,		Pres.	–	Pres.	40	25	65	24	18	42	23
			Do. evg.		–	–	–	55	7	62	26	6	32	23
69	4717	Aghalurcher,	Lisnaskea,		–	E.C.	R.C.	57	51	108	37	29	66	39
70	4816	Enniskillen,	Tempo, f.		R.C.	–	R.C.	36	65	101	27	48	75	31
71	4898	Kinawley,	Garvery, Drumderrig,		R.C.	–	R.C.	70	46	116	49	27	76	36
72	4934	Clones,	Knockmacaroony,		R.C.	–	R.C.	89	40	129	51	22	73	31
73	4987	Kinawley,	Aughakillimaude,		R.C.	–	R.C.	88	66	154	58	42	100	49
74	5452	Cleenish,	Corryglass,		–	E.C.	E.C.	39	41	80	27	29	56	27
75	5453	Do.	Rossdoney,		R.C.	–	R.C.	74	52	126	39	27	66	32
76	5486	Galloon,	Feaugh,		–	E.C.	E.C.	81	63	144	55	41	96	52
77	5583	Kinawley,	Carroo,		R.C.	–	R.C.	65	59	124	32	24	56	28
78	5584	Aghavea,	Coonian,		R.C.	–	R.C.	52	32	84	36	20	56	32
79	5667	Belleek,	Belleek,		R.C.	–	R.C.	45	34	79	37	26	63	36
80	5706	Devenish,	Drumbeggan,		R.C.	–	R.C.	37	31	68	24	41	45	22
81	5763	Derryvullan,	Coolaness,		–	E.C.	R.C.	55	32	87	39	23	62	34
82	5784	Cleenish,	Belcoo,	V.C.	R.C.	–	R.C.	57	45	102	34	25	59	30
83	5792	Devenish,	Rossinuremore,	V.C.	R.C.	–	R.C.	34	24	58	20	17	37	21
84	5901	Aghavea,	Cornafanog,		Pres.	–	Pres.	56	37	93	37	24	61	28
85	5902	Killesher,	Arney,		R.C.	–	R.C.	85	52	137	52	32	84	33
86	6136	Kilskeery,	Fearney,		R.C.	–	R.C.	27	36	63	21	30	51	27
87	6101	Kinawley,	Drummanymore,		R.C.	–	R.C.	57	51	108	39	37	76	37
88	6493	Drumkeeran,	Drumskinny,		R.C.	–	R.C.	91	50	141	55	32	87	39

a Residence free.

1863.—Province of Ulster: County of Fermanagh—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
15	27	10	6	–	58	9·1	1 3 6	—	—	15 0 0	1 4 0	—	1 4 0	
25	18	14	17	5	79	11·	0 14 4	—	—	24 0 0	0 19 0	—	0 19 0	
25	10	6	9	–	50	8·4	0 15 0	1 10 0	—	13 15 0	0 18 7	—	0 18 7	
42	28	10	4	3	87	8·2	0 12 0	—	—	18 0 0	1 10 6	—	1 10 6	
24	21	12	7	3	67	13·6	—	—	—	25 0 0	1 19 10	—	1 19 10	
41	32	15	14	12	114	9·8	1 16 6	—	—	61 13 4	3 1 6	—	3 1 6	
19	15	10	7	–	51	8·7	1 1 6	—	—	15 0 0	1 3 6	—	1 3 6	
27	25	25	7	7	91	9·5	1 5 5	1 10 0	—	47 18 4	4 6 0	—	4 6 0	
1	4	12	19	4	40	18·	—	—	—	—	1 10 0	—	1 10 0	
14	19	19	10	4	66	9·7	1 1 3	—	5 0 0	53 3 4	2 16 0	—	2 16 0	
17	11	6	16	–	50	9·2	0 13 1	—	—	18 0 0	1 0 0	—	1 0 0	
27	25	14	17	8	91	8·5	0 6 0	—	2 0 0	27 10 0	2 5 6	—	2 5 6	
25	32	7	20	–	84	10·	1 0 0	—	—	18 0 0	2 12 0	—	2 12 0	
17	11	9	6	4	47	11·1	—	1 10 0	—	24 0 0	4 3 0	—	4 3 0	
24	32	10	10	1	77	8·7	1 12 6	—	2 0 0	20 0 0	4 10 0	—	4 10 0	
25	18	12	4	–	59	8·2	0 10 0	—	—	18 0 0	1 0 0	—	1 0 0	
20	25	7	3	6	61	11·2	0 10 3	—	—	21 0 0	—	—	—	
38	45	23	13	13	132	10·	2 7 7	—	4 10 0	46 8 4	4 0 0	—	4 0 0	
25	11	15	7	4	62	8·5	1 15 9	—	—	18 5 0	1 18 7	—	1 18 7	
43	17	9	6	–	75	8·6	1 3 8	—	—	18 0 0	1 4 6	—	1 4 6	
25	15	3	11	4	58	9·6	1 4 11	—	3 0 0	28 0 0	6 6 6	8 0 0	[a] 14 6 6	
24	16	19	17	10	86	13·	2 5 4	—	—	16 10 0	2 3 7	—	2 3 7	
29	30	9	12	2	82	10·	1 0 3	—	8 10 0	36 16 8	1 6 0	—	1 6 0	
14	16	8	21	8	67	10·6	0 16 11	—	1 10 0	29 13 4	4 16 6	—	4 16 6	
20	11	8	5	1	45	10·7	—	—	—	24 0 0	1 9 0	—	1 9 0	
21	28	6	3	3	61	10·	0 12 0	—	—	28 0 0	0 18 6	0 15 0	1 13 6	
18	16	3	10	3	50	10·4	0 16 5	—	—	20 5 0	2 10 0	—	2 10 0	
24	15	21	12	11	83	11·6	0 10 6	—	2 0 0	46 3 4	0 7 6	—	0 7 6	
6	21	16	6	5	54	10·2	—	—	—	29 10 0	1 2 6	—	1 2 6	
20	11	15	4	6	56	9·1	0 5 0	1 10 0	—	22 13 4	1 8 11	—	1 8 11	
26	10	12	4	4	56	11·	0 3 3	1 10 0	—	9 7 6	3 0 0	—	3 0 0	
10	13	12	10	15	60	10·	0 17 3	1 10 0	—	18 0 0	2 5 6	—	2 5 6	
33	11	8	4	3	59	10·1	0 5 0	—	—	14 0 0	0 15 0	—	0 15 0	
19	26	9	8	–	62	10·6	0 7 7	—	—	18 0 0	2 12 6	—	2 12 6	
27	19	8	4	–	58	9·	0 6 9	—	—	20 0 0	0 13 0	—	0 13 0	
22	18	11	27	13	91	10·1	0 10 3	—	—	35 0 0	1 10 0	—	1 10 0	
30	17	21	13	1	82	9·	1 5 4	—	—	18 0 0	4 9 9	—	4 9 9	
30	21	20	12	10	93	10·2	0 10 7	—	2 0 0	15 0 0	4 10 7	—	[a] 4 10 7	
23	25	9	7	20	84	10·5	1 17 11	1 10 0	—	58 0 0	2 10 0	—	2 10 0	
22	18	13	7	–	60	9·3	0 11 3	—	—	15 0 0	1 0 0	—	1 0 0	
20	20	9	7	2	58	8·5	0 17 0	—	—	11 5 0	2 5 0	—	2 5 0	
24	13	4	7	–	48	9·	0 10 1	4 0 0	—	27 15 0	1 16 6	—	1 16 6	
2	11	4	16	–	33	14·2	—	—	—	—	2 2 9	—	2 2 9	
26	14	26	8	13	87	10·	1 14 7	—	0 10 0	40 13 4	5 11 1	—	5 11 1	
39	20	11	12	3	85	9·2	0 10 3	—	—	20 0 0	1 19 0	—	1 19 0	
33	26	15	16	6	96	10·2	0 11 6	—	—	18 0 0	2 4 6	—	2 4 6	
35	19	19	17	5	95	10·4	0 12 6	—	—	28 0 0	3 11 0	—	3 11 0	
37	41	23	24	2	127	11·4	1 12 3	—	—	38 0 0	8 13 0	—	8 13 0	
19	30	11	10	8	78	10·0	0 10 0	1 10 0	—	21 0 0	1 10 6	—	1 10 6	
38	30	4	15	1	88	9·7	0 11 4	1 10 0	—	29 3 4	6 3 0	—	6 3 0	
42	36	19	21	4	122	9·4	1 19 5	1 17 6	3 0 0	29 13 4	11 7 0	—	11 7 0	
13	24	13	3	13	66	11·8	—	1 10 0	—	24 0 0	3 1 10	—	3 1 10	
12	24	10	13	3	62	9·	—	1 10 0	—	24 0 0	2 6 6	—	2 6 6	
41	24	4	8	–	77	8·8	1 0 6	—	—	24 0 0	4 10 0	—	4 10 0	
23	10	10	9	–	52	10·5	0 5 1	—	1 10 0	16 0 0	2 4 0	—	2 4 0	
17	22	10	8	7	64	11·	—	—	3 0 0	24 0 0	1 15 0	—	1 15 0	
26	18	10	9	5	68	10·	0 19 6	1 10 0	—	18 0 0	1 17 9	2 10 0	4 7 9	
26	11	7	6	–	50	8·8	0 11 6	—	—	15 0 0	1 5 0	—	1 5 0	
29	13	8	23	7	80	9·7	0 18 0	—	—	15 0 0	5 10 0	—	5 10 0	
22	29	17	21	19	108	10·4	1 11 5	—	—	30 0 0	2 13 6	—	2 13 6	
19	8	16	11	–	54	10·0	—	—	—	16 0 0	1 0 0	—	1 0 0	
25	32	13	4	4	78	11·4	1 5 1	1 10 0	—	38 0 0	2 19 6	—	2 19 6	
47	35	14	9	10	116	9·	0 12 3	—	4 0 0	38 0 0	1 5 0	—	1 5 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
89	6572	Templecarn, .	Townavany, .		Pres.	–	E.C.	42	51	93	25	27	52	26
90	6645	Kinawley, .	Derrylin, . f.		R.C.	–	R.C.	–	84	84	–	45	45	24
91	6879	Clones, . .	Mullanvaum, .		R.C.	–	R.C.	80	38	118	49	23	72	34
92	6913	Rossory, . .	Ashwood, . .		R.C.	–	R.C.	63	39	102	34	21	55	21
93	6932	Inishmacsaint, .	Coranerk, . .		R.C.	–	R.C.	53	32	85	39	27	66	32
94	6999	Magheraculmoney,	Moneyvrice, .		R.C.	–	R.C.	66	32	98	49	23	72	45
95	7080	Clones, . .	Dresternan, . .		Pres.	–	Pres.	46	32	78	30	25	55	29
96	7257	Galloon, . .	Derriginedy, .		R.C.	–	R.C.	71	39	110	38	19	57	28
97	7307	Aghavea, . .	Brookboro', .		R.C.	–	R.C.	50	27	77	31	16	47	25
98	7337	Clenish, . .	Lattone, . .		–	E.C.	R.C.	90	24	114	48	13	61	20
99	7414	Kinawley, .	Cornacrea, . .		R.C.	–	R.C.	69	61	130	63	46	109	51
100	7580	Belleek, . .	Mullick, . .		R.C.	–	R.C.	80	38	118	39	21	60	33
101	7610	Drumkeeran, .	Drumgowna, .		Pres.	–	R.C.	59	31	90	44	22	66	36
102	7832	Galloon, . .	Gubb, . . .		R.C.	–	R.C.	29	35	64	17	15	32	17
103	7869	Derrybrusk, .	Derryharney, .		–	E.C.	E.C.	47	37	84	27	24	51	28
104	7907	Clenish, . .	Cornagee, . .		–	E.C.	R.C.	62	63	125	37	41	78	41
105	8001	Templecarn, Drumkeeran,	Bow Island, .		–	E.C.	E.C.	24	14	38	20	13	33	19
106	8002	Drumkeeran, .	Drummangenaha,		R.C.	–	R.C	32	18	50	27	19	46	30
107	8055	Aghalurcher, .	Maguire's Bridge,		R.C.	–	R.C.	91	88	179	60	61	121	52
108	8159	Cleenish, . .	Belnaleck, . .		E.C.	–	E.C.	73	32	105	45	21	66	20
109	8170	Boho, . .	Treel, . . .		R.C.	–	R.C.	53	38	91	26	15	41	22
110	8279	Clones, . .	Greaghawarren, .		R.C.	–	R.C.	87	71	158	56	39	95	64
111	8352	Inishmacsaint, .	Tullymore, . .		–	R.C.	R.C.	44	24	68	41	21	62	32
112	8353	Do. . .	Roscor, . .		–	R.C.	R.C.	51	51	102	30	36	66	29
113	8354	Do. . .	Glenn, East, .		–	R.C.	R.C.	85	32	117	65	24	89	37
114	8355	Do. . .	Fassagh, . .		–	R.C.	R.C.	82	43	125	46	26	72	34
115	8555	Aghalurcher, .	Mulnaburtlin, .		–	E.C.	R.C.	48	44	92	34	28	62	26
116	8663	Do. . .	Maguiresbridge, .		Pres.	–	Pres.	51	40	91	31	22	53	22
117	8705	Enniskillen,	Enniskillen, No. 2, m.		R.C.	–	R.C.	115	–	115	66	–	66	44
118	8715	Derryvullan, .	Irvinestown, .		R.C.	–	R.C.	79	117	196	42	63	105	59
119	8729	Enniskillen, .	Enniskillen, No. 3, m.		E.C.	–	E.C.	172	–	172	108	–	108	65
120	8730	Do. . .	Do. . . f.		E.C.	–	E.C.	–	125	125	–	70	70	38
121	8743	Clones, . .	Rosslea, . .		–	E.C.	E.C.	33	34	67	20	18	38	21
122	8897	Clenish, . .	Killycrew, . .		–	E.C.	R.C.	27	32	59	17	21	38	23
123	8970	Devenish, .	Cashelnadrea, f		R.C.	–	R.C.	48	49	97	48	42	90	56
124	9000	Cleenish, . .	Drumcullion, .		E.C.	–	E.C.	36	19	55	32	11	43	18
			Total of Ordinary Schools, 124, .					7,428	5,174	12,602	4,595	3,206	7,801	3,878
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	3794	Aghavea, . .	Crieve, Ord. Agr.		Pres.	–	R.C.	32	21	53	23	17	40	26
2	4292	Aghalurcher, .	Tyrehan, do. .		Pres.	–	R.C.	57	60	117	35	31	66	17
3	7497	Enniskillen, ,	Enniskillen (Convent), No. 2, f.		–	R.C.	R.C.	–	327	327	–	207	207	148
			Total of Special Schools, 3, .					89	408	497	58	255	313	191
			Grand Total for Co. Fermanagh, 127,					7,517	5,582	13,099	4,653	3,461	8,114	4,069

[a] Residence free.

1863.—Province of Ulster: County of Fermanagh—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
23	27	12	7	4	73	11·	1 7 4	—	—	18 0 0	9 2 0	—	9 2 0
15	14	5	8	2	44	10·1	0 10 0	—	—	16 0 0	3 9 6	—	3 9 6
61	8	10	12	6	97	8·7	0 16 3	—	—	12 0 0	1 10 0	0 10 0	*2 0 0
34	26	5	14	–	79	9·7	—	—	—	12 0 0	1 4 5	—	1 4 5
24	19	15	6	2	66	10·6	1 7 0	1 10 0	—	36 0 0	2 0 0	—	2 0 0
38	18	7	13	13	89	9·5	1 6 3	1 10 0	6 0 0	30 18 4	4 11 6	—	4 11 6
14	16	12	8	6	56	8·5	0 8 0	1 10 0	—	18 0 0	4 9 6	—	4 9 6
27	17	12	21	–	77	10·4	1 2 3	—	—	27 0 0	5 0 0	—	5 0 0
26	14	11	11	1	63	11·5	0 10 6	—	—	35 7 9	1 9 5	—	1 9 5
29	13	6	6	6	60	10·1	0 11 11	—	—	28 0 0	1 6 0	5 0 0	*6 6 0
44	46	40	15	5	150	10·8	1 4 9	1 10 0	—	18 0 0	4 18 6	—	4 18 6
52	32	8	3	3	98	9·4	0 10 3	—	1 0 0	24 0 0	1 2 6	—	1 2 6
23	24	10	9	5	71	9·	0 15 3	1 10 0	6 10 0	36 18 4	4 11 10	—	4 11 10
13	21	6	7	–	47	10·6	—	1 10 0	—	18 0 0	0 2 0	—	0 2 0
22	12	18	8	4	64	10·	0 17 0	1 10 0	1 0 0	32 0 0	0 10 0	10 0 0	10 10 0
33	17	21	7	8	86	8·5	0 5 0	—	—	24 18 4	1 17 6	—	1 17 6
18	11	7	–	–	36	10·	—	—	—	12 15 0	—	3 0 0	3 0 0
16	14	7	5	4	46	10·	0 7 2	—	2 0 0	18 0 0	2 0 0	—	2 0 0
64	41	24	7	7	143	9·	0 10 6	—	—	48 0 0	1 7 7	—	1 7 7
20	22	18	13	1	74	9·3	1 2 5	—	—	24 0 0	—	—	—
26	11	9	4	–	50	8·8	0 18 6	—	—	20 5 0	0 8 0	—	0 8 0
21	45	33	14	18	131	10·6	1 11 5	2 5 0	9 0 0	52 18 4	4 18 3	—	*4 18 3
25	18	9	16	–	68	8·5	—	1 10 0	—	12 0 0	1 7 6	2 0 0	3 7 6
30	25	11	14	4	84	8·	0 8 2	1 10 0	—	28 0 0	1 19 6	2 0 0	3 19 6
17	26	38	12	1	94	9·3	0 15 6	1 10 0	—	18 0 0	2 0 0	2 0 0	4 0 0
39	20	10	22	6	97	8·2	1 17 8	1 10 0	—	18 0 0	0 8 0	2 0 0	2 8 0
24	20	9	14	7	74	9·1	0 5 0	—	3 0 0	32 0 0	1 8 0	—	1 8 0
25	12	10	5	–	52	10·6	—	—	—	5 16 8	—	—	—
25	24	10	15	8	82	8·7	2 5 1	—	—	43 6 8	20 2 6	—	20 2 6
78	31	19	8	10	146	9·	1 17 0	—	1 10 0	47 6 8	6 7 0	—	6 7 0
38	40	22	16	11	127	9·9	4 4 6	—	3 0 0	38 13 4	23 0 0	5 0 0	*28 0 0
36	26	12	9	5	88	9·	4 0 1	—	—	19 16 8	9 17 1	3 0 0	12 17 1
20	12	7	5	–	44	8·4	0 7 8	—	—	15 0 0	2 5 0	14 0 0	16 5 0
14	14	4	2	–	34	8·8	—	—	—	14 0 0	—	—	—
–	–	–	–	–	–		—	—	—	29 6 8	—	—	—
14	13	12	5	3	47	9·	1 1 9	—	—	15 0 0	4 12 0	—	4 12 0
3,301	2,631	1,584	1,305	573	9,394		101 14 1	47 10 0	92 5 0	3,243 18 7	377 18 4	61 15 0	439 13 4
7	15	9	10	–	41	9·3	0 11 10	—	—	29 0 0	3 10 0	—	3 10 0
17	7	6	13	–	43	11·2	—	1 17 6	—	22 5 10	—	5 0 0	5 0 0
87	31	76	22	10	226	8·6	6 13 1	—	4 0 0	65 13 4	8 6 3	—	8 6 3
111	53	91	45	10	310		7 4 11	1 17 6	4 0 0	116 19 2	11 16 3	5 0 0	16 16 3
3,412	2,684	1,675	1,350	583	9,704		108 19 0	49 7 6	96 5 0	3,360 17 9	389 14 7	66 15 0	456 9 7

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	292	Ardtrea, . .	Ballymulderg, .		R.C.	–	R.C.	28	18	46	19	16	35	18
2	293	Do. . .	Ballindrum, .		Pres.	–	Pres.	59	33	92	40	17	57	28
3	294	Ballynascreen, .	Straw, . .	V.T.	R.C.	–	R.C.	98	64	162	57	46	103	66
4	296	Do. . .	Draperstown, f.		R.C.	–	R.C.	–	67	67	–	48	48	26
5	303	Cumber, Lower,	Lower Cumber, .		–	E.C.	Pres.	56	46	102	45	32	77	53
6	306	Desertoghill, .	Magheramore, .		–	Pres.	R.C.	83	43	126	46	25	71	41
7	308	Desertmartin, .	Knocknagin, .	V.T.	R.C.	–	R.C.	38	22	60	19	11	30	18
8	311	Killowen, .	Cranagh Hill, .		Pres.	–	Pres.	58	47	105	38	28	66	45
9	312	Errigal, . .	Lisnascreagh, .		–	Pres.	R.C.	80	66	146	56	48	104	31
10	318	Kilcronaghan, .	Monashinare, .		–	Pres.	E.C.	26	33	59	13	16	29	18
11	319	Do. . .	Bracka Rowley, .		Pres.	–	Pres.	46	39	85	29	28	57	27
12	323	Magherafelt, .	Drumrainey, .		R.C.	–	Pres.	102	57	159	66	43	109	45
13	324	Templemore, .	St. Columbs, m.		R.C.	–	R.C.	255	–	255	119	–	119	67
14	325	Do. . .	Do. . . f.		R.C.	–	R.C.	–	191	191	–	104	104	55
15	327	Magilligan, .	Ballymaclary, .		R.C.	–	R.C.	81	78	159	56	58	114	47
16	1159	Tamlaght Finlagan, . .	Ballynarig, . .	V.T.	Pres.	–	Pres.	48	49	97	41	38	79	30
17	1160	Do. . .	Carrymena, . .		E.C.	–	E.C.	71	37	108	37	16	53	24
18	1195	Ardtrea, . .	Anahorish, . .	V.T.	–	R.C.	R.C.	117	62	179	86	56	142	81
			Do. . . evg.		–	–	–	96	53	149	50	26	76	58
19	1369	Templemore, .	Shantallow, . .	V.T.	R.C.	–	R.C.	62	36	98	34	21	55	30
20	1371	Maghera, . .	Maghera, . .	V.T.	R.C.	–	R.C.	53	46	99	28	26	54	40
21	1372	TamlaghtO'Crilly,	Glenone, . m.	V.T.	R.C.	–	R.C.	76	–	76	57	–	57	25
22	1487	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	152	152	–	105	105	54
23	1784	Ballynascreen, .	Altayeskey, . m.	V.T.	–	R.C.	R.C.	109	–	109	67	–	67	31
24	1801	TamlaghtO'Crilly,	Greenlough, .	V.T.	R.C.	–	R.C.	74	60	134	31	32	63	29
			Do. . . evg.		–	–	–	55	25	80	49	23	72	51
25	1802	Glendermott, .	Waterside, . m.	V.T.	–	R.C.	R.C.	115	–	115	64	–	64	36
26	1809	Ballyscullion, .	Ballynease, . m.	V.T.	R.C.	–	R.C.	134	–	134	84	–	84	35
27	1810	Banagher, .	Moneyhoghan, m.	V.T.	R.C.		R.C.	118	–	118	60	–	60	35
28	1816	Glendermott, .	Rosnagallagh, .	V.T.B.	–	R.C.	R.C.	35	49	84	22	35	57	30
29	1941	Bovevagh, .	Burnfoot, . .		E.C.	–	E.C.	66	33	99	47	19	66	30
30	2058	Do. . .	Muldonagh, .	V.T.	R.C.	–	R.C.	49	45	94	30	29	59	29
31	2059	Maghera, . .	Dreenan, . m.	V.T.B.	R.C.	–	R.C.	105	–	105	86	–	86	36
32	2135	Killyleagh, .	Tirkane, . .	V.T.	R.C.	E.C.	R.C.	180	115	295	81	47	128	59
33	2343	Banagher, .	Moneyhoghan, f.	V.T.	R.C.	–	R.C.	–	73	73	–	49	49	29
34	2363	Macosquin, .	Castleroe, . .		Pres.	–	Pres.	40	51	91	28	32	60	35
35	2380	TamlaghtO'Crilly,	Drumagarner, .	V.T.	R.C.	–	R.C.	101	88	189	60	50	110	43
36	2422	Maghera, .	Lisnamuck, m.	V.T.	R.C.	–	R.C.	133	–	133	79	–	79	33
37	2488	Do. . .	Dreenan, . f.	V.T.B.	R.C.	–	R.C.	–	150	150	–	67	67	40
38	2524	Tamlaght Finlagan, . .	Dromore, . .		Pres.	–	Pres.	52	35	87	33	19	52	34
39	2558	Maghera, .	Gulladuff, . .		R.C.	–	R.C.	88	40	128	49	19	68	49
40	2596	TamlaghtO'Crilly,	Reastown, . .		Pres.	–	Pres.	84	20	104	54	13	67	39
41	2598	Ballyrashane, .	Ballyrashane, .		Pres.	–	Pres.	69	45	114	43	30	73	44
42	2599	Dunboe, . .	Ballywildrick, .		Pres.	–	Pres.	42	35	77	33	28	61	31
43	2600	Do. . .	Ballinrees, No. 1,		Pres.	–	Pres.	58	52	110	32	33	65	31
44	2601	Macosquin, .	Killure, . .		Pres.	–	Pres.	46	46	92	24	29	53	26
45	2603	Aghadowey, .	Ring's End, .		Pres.	–	Pres.	80	78	158	45	50	95	47
46	2606	Ardtrea, . .	Ballynenagh, .		Pres.	–	Pres.	50	37	87	36	26	62	30
47	2608	Aghadowey, .	Aghadowey, m.		Pres.	–	Pres.	57	–	57	44	–	44	28
48	2664	Errigal, . .	Belraugh, . .		Pres.	–	Pres.	55	44	99	28	26	54	19
49	2665	Magherafelt, .	Aghagaskin, .		–	Pres.	Pres.	101	60	161	88	50	138	43
50	2666	Kildolagh, .	Damhead, . .		Pres.	–	Pres.	70	69	139	40	38	78	31
51	2668	Desertoghill, .	Ballyagan, . m.		–	Pres.	Diss.	107	–	107	69	–	69	42
52	2684	Templemore, .	Race Course, .		Pres.	–	Pres.	49	40	89	38	27	65	40
53	2685	Do. . .	Derry, . . m.		Pres.	–	Pres.	214	–	214	107	–	107	69
54	2686	Do. . .	Do. . . f.		Pres.	–	Pres.	–	98	98	–	56	56	31
55	2692	Desertoghill, .	Moneydig, . .		–	Pres.	Pres.	57	26	83	33	24	57	32
56	2693	Kilcronaghan, .	Killynumber, .		–	Pres.	Pres.	39	37	76	25	25	50	27
57	2780	Glendermott, .	Lisdillen, . .	A.	–	Pres.	E.C.	53	41	94	29	21	50	24
58	2891	Maghera, . .	Lisnamuck, f.	V.T.	R.C.	–	R.C.	–	64	64	–	57	57	32

* Residence free.

31st December, 1863.—Province of ULSTER.

LONDONDERRY—210 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.							
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.	School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£ s. d.	£	s.	d.	£	s.	d.	£	s.	d.
17	8	10	2	1	38	9·5		—			—			—		18 0 0		—		5	0	0	5	0	0
28	26	4	5	2	65	8·9	0	5	2		—			—		24 0 0	3	14	4		—		3	14	4
30	30	34	13	26	133	9·6	4	10	2		—		4	10	0	59 8 4	5	14	11		—		5	14	11
16	8	17	3	10	54	8·2	1	0	3		—			—		20 0 0	1	19	2		—		1	19	2
30	36	16	13	–	95	10·1	1	2	6		—			—		54 13 4	20	16	8		—		[a]20	16	8
31	30	11	11	11	94	9·	1	5	9		—			—		35 3 4	3	19	6	9	0	0	12	19	6
9	4	14	8	–	35	8·9	1	6	7		—			—		18 0 0	2	10	1		—		2	10	1
33	21	11	15	6	86	9·4	2	7	6		—		1	0	0	47 10 0	15	1	9	15	0	0	30	1	9
40	32	15	3	3	93	12·6	0	9	3		—			—		43 8 4	0	18	9	12	0	0	12	18	9
17	4	12	2	5	40	9·5	0	10	7		—			—		14 13 4	0	10	6		—		0	10	6
22	24	8	3	2	59	8·5	0	5	8		—			—		15 0 0	2	11	3		—		2	11	3
55	32	10	20	1	118	8·	1	9	6		—			—		24 10 0	8	5	3	5	0	0	13	5	3
85	47	16	13	–	161	8·4	0	18	3		—			—		24 0 0	6	7	4	10	0	0	[a]16	7	4
72	28	17	4	–	121	8·7	0	14	0		—			—		16 0 0	9	10	3	10	0	0	19	10	3
36	38	20	17	8	119	9·6	0	12	0		—		1	10	0	47 6 8	1	15	4	1	0	0	2	15	4
22	28	13	10	13	86	10·3	0	11	8		—			—		24 0 0	2	4	6	0	15	0	2	19	6
26	19	6	3	–	54	8·5		—			—			—		18 0 0	4	3	7	6	0	0	10	3	7
48	50	13	16	11	138	10·		—			—		2	0	0	} 37 5 10	{ 1	10	0		—		1	10	0
6	20	14	23	–	63	18·2		—		4	10	0		—			{ 4	0	0		—		4	0	0
27	26	15	1	–	69	8·	1	0	3	1	10	0		—		36 0 0	5	11	9	10	0	0	15	11	9
42	18	7	10	–	77	8·2	0	6	8		—			—		41 0 0	2	0	0	5	0	0	7	0	0
34	12	8	1	2	57	9·8	1	0	10		—			—		15 0 0		—		0	14	8	0	14	8
41	35	15	10	8	109	9·2	4	15	10		—		2	10	0	32 8 4	8	15	5		—		8	15	5
23	27	7	13	11	81	10·8	1	2	3		—			—		38 0 0	0	11	6		—		0	11	6
43	34	10	12	–	99	10·2	} 1	1	1							26 0 0	{ 0	7	10		—		0	7	10
11	35	9	25	–	80	15·8											{ 0	9	0		—		0	9	0
30	30	14	8	5	87	9·2	0	17	8		—			—		24 0 0	7	15	0	5	0	0	12	15	0
57	25	20	4	–	106	8·9		—			—			—		24 0 0	3	7	0		—		3	7	0
31	30	18	11	8	98	10·8	0	17	2	1	10	0	1	10	0	38 0 0	2	10	4		—		2	10	4
39	30	13	–	1	83	8·2	0	19	9		—			—		14 13 4	3	15	5	10	0	0	[a]13	15	5
33	23	15	4	8	83	10·	0	14	4		—			—		24 0 0	7	8	0	1	0	0	8	8	0
40	29	10	10	5	94	10·2	1	4	6		—			—		18 0 0	2	11	9		—		2	11	9
56	33	2	6	8	105	9·4	0	8	3		—			—		30 0 0	3	0	0		—		3	0	0
59	47	15	18	14	153	9·1	1	7	9		—		2	0	0	82 4 2	3	7	0	6	0	0	9	7	0
22	13	13	7	–	55	9·6	0	10	6	1	10	0	1	0	0	30 0 0	0	13	1		—		0	13	1
36	27	9	2	2	76	8·7	0	14	5	1	10	0	4	10	0	25 13 4	3	6	0	15	0	0	18	6	0
48	46	24	15	8	141	10·1	7	9	6	0	12	0		—		40 0 0	5	13	6		—		5	13	6
61	19	15	6	8	109	9·2	0	15	2		—		1	10	0	39 8 4	1	2	6	2	10	0	3	12	6
25	34	15	8	1	83	10·	1	10	1		—		1	0	0	22 0 0	5	0	0		—		5	0	0
14	8	3	–	5	30	9·5	1	5	3	1	10	0		—		25 13 4		—			—			—	
14	35	18	13	3	83	9·1	2	13	7	1	17	6	7	0	0	37 16 8	7	18	2		—		7	18	2
31	35	–	13	5	84	8·3	1	16	2	1	10	0		—		28 0 0	5	6	0		—		5	6	0
61	22	5	4	–	92	8·3	2	3	6	1	10	0		—		28 0 0	4	6	3	5	0	0	9	6	3
39	17	10	4	–	70	8·6	0	10	6	1	10	0		—		18 0 0	4	1	6	10	0	0	14	1	6
44	24	8	–	–	76	8·4	0	15	0	1	10	0		—		24 0 0	3	2	6		—		3	2	6
34	19	7	5	–	65	8·8	0	14	9	1	10	0		—		18 0 0		—			—			—	
51	46	10	8	2	117	11·3	1	6	6	1	17	6	1	0	0	33 3 4		—			—			—	
13	18	14	10	10	65	10·5	0	17	0		—			—		18 0 0	2	15	5	5	0	0	[a]7	15	5
23	12	7	3	–	45	8·9		—			—			—		24 0 0	3	18	0	5	0	0	8	18	0
24	18	17	2	–	61	9·9	0	11	6	1	17	6		—		14 0 0	2	0	0		—		2	0	0
41	32	29	21	19	142	11·4	2	8	3	1	17	6		—		53 11 8	4	0	6	5	0	0	9	0	6
34	44	13	7	–	98	8·7	2	7	2	1	10	0	1	0	0	29 18 4	4	2	0	5	0	0	9	2	0
20	19	16	16	5	76	9·7	1	14	2	1	10	0	2	0	0	42 13 4	4	1	6	13	0	0	17	1	6
21	24	15	7	7	74	9·3	1	13	3	1	10	0		—		48 0 0	18	0	0	30	0	0	[a]18	0	0
43	45	25	10	13	136	8·8	0	19	9	2	5	0	16	10	0	51 6 8	22	5	6	20	0	0	42	5	6
38	22	7	–	1	68	7·5	5	5	6	1	10	0		—		20 16 8	5	3	10	15	0	0	20	3	10
25	21	14	5	–	65	8·	1	8	6	1	10	0		—		34 10 0	2	16	0		—		2	16	0
24	7	16	10	–	57	10·5	1	2	6	1	10	0		—		16 0 0	2	3	4		—		2	3	4
33	17	15	4	–	69	9·5	0	10	3		—			—		17 15 0	3	13	8	1	0	0	4	13	8
36	13	7	8	–	61	7·2	1	2	1		—			—		20 0 0		—		2	10	0	2	10	0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
59	2892	Ballywillan, .	Cloyfin, . .		Pres.	–	Pres.	47	38	85	30	28	58	32
60	2895	Maghera or Termoneeny, .	Lemnaroy, m.	A.	–	Pres.	R.C.	111	–	111	63	–	63	32
61	2896	Do. . .	Do. . . f.	A.	–	Pres.	Pres.	–	80	80	–	45	45	21
62	2947	Macosquin, .	Coollyvenny, .		Pres.	–	Pres.	49	34	83	34	20	54	34
63	2950	Drumachose, .	Market-street, .		Pres.	–	Pres.	79	50	129	57	34	91	71
64	3100	Templemore, .	Groarty, . .		Pres.	–	Pres.	45	25	70	27	17	44	23
65	3208	Magherafelt, .	Castledawson, .		–	Pres.	E.C.	63	8	71	35	8	43	26
66	3279	Glendermott, .	Waterside, . f.	V.T.	–	R.C.	R.C.	–	90	90	–	56	56	29
67	3286	Ballyscullion, .	Bellaghy, . .		R.C.	–	R.C.	74	40	114	43	18	61	35
68	3318	Ardtrea, . .	Loup, . . .		–	R.C.	R.C.	74	57	131	42	34	76	35
69	3416	Dunboe, . .	Altikeeragh, .		R.C.	–	R.C.	37	35	72	31	30	61	32
70	3472	Do. . .	Ballyhacket, m.		Pres.	–	Pres.	61	–	61	48	–	48	26
71	3473	Do. . .	Do. . . f.		Pres.	–	Pres.	–	57	57	–	49	49	29
72	3538	Ardboe, . .	Ballygonny, .		Pres.	–	E.C.	51	37	88	34	29	63	35
73	3646	Faughanvale, .	Greenan, . .		–	Pres.	Pres.	81	49	130	50	26	76	36
74	3738	Aghadowey, .	Cullycapple, f.		–	Pres.	Pres.	–	113	113	–	78	78	58
75	3750	Coleraine, .	Bohill, . .		–	Pres.	Pres.	64	49	113	38	34	72	42
76	3782	Faughanvale, .	Faughanvale, .		–	Pres.	R.C.	54	58	112	35	32	67	35
77	3867	Banagher, .	Fincarn, . m.		–	E.C.	R.C.	91	–	91	59	–	59	35
78	3868	Do. . .	Do. . . f.		–	E.C.	Pres.	–	88	88	–	59	59	30
79	3869	Macosquin, .	Kiltinny, . .		Pres.	–	Pres.	68	50	118	32	22	54	28
80	3893	Ardtrea, . .	Warwick Lodge, .	V.T.	R.C.	–	R.C.	99	58	157	51	29	80	33
			Do. . . evg.		–	–	–	44	34	78	35	33	68	38
81	3894	Killelagh, .	Corlacky, . .	V.T.	R.C.	–	R.C.	95	74	169	55	46	101	51
82	3987	Killowen, .	Killowen-street, Coleraine, m.	V.T.B.	R.C.	–	R.C.	93	–	93	72	–	72	38
83	4145	Bovevagh, .	Ballyharrigan, .		–	E.C.	Pres.	68	33	101	44	21	65	34
84	4146	Desertlyn, .	Gortagillie, . .		–	E.C.	Pres.	88	86	174	46	45	91	50
85	4147	Dungiven, .	Cashel, . m.		–	E.C.	R.C.	83	–	83	40	–	40	20
86	4148	Ballynascreen, .	Bracka, Dysart, .		R.C.	–	R.C.	76	43	119	38	22	60	30
87	4191	Lissan, . .	Drumeen, . .	A.	Pres.	–	Pres.	31	25	56	13	19	32	21
88	4225	Macosquin, .	Ballinteer, . .		–	E.C.	Pres.	50	46	96	30	32	62	33
89	4269	Coleraine, .	Coleraine, . m.		R.C.	–	R.C.	97	–	97	54	–	54	32
90	4322	Dungiven, .	Cashel, . f.		–	E.C.	R.C.	–	107	107	–	67	67	20
91	4356	TamlaghtO'Crilly,	Tyanee, West, .		Pres.	–	E.C.	95	60	155	56	36	92	36
92	4377	Maghera, . .	Toberhead, . .		Pres.	–	Pres.	60	48	108	44	29	73	26
93	4384	Ballyscullion, .	Ballynease, . f.	V.T.	R.C.	–	R.C.	5	97	102	5	67	72	32
94	4385	Taimoneeny, .	Ballynahone, .		Pres.	–	Diss.	62	30	92	42	19	61	34
95	4395	Coleraine, .	Coleraine, . f.		R.C.	–	R.C.	–	63	63	–	44	44	31
96	4407	Drumachose, .	Roe Mill, . .		R.C.	–	R.C.	34	32	66	19	20	39	21
97	4636	Ballynascreen, .	Moneyneanea, .		–	E.C.	E.C.	110	93	203	44	34	78	43
98	4673	Drumachose, .	Newtownlimavady, m.		Pres.	–	Pres.	68	–	68	54	–	54	38
99	4674	Errigal, . .	Glenullin, . .		–	E.C.	R.C.	71	56	127	44	37	81	38
100	4709	Dungiven, .	Tirgoland, . .		Pres.	–	R.C.	36	33	69	23	21	44	22
101	4718	Ballynascreen, .	Draperstown, m.		R.C.	–	R.C.	58	–	58	39	–	39	29
102	4804	Killowen, .	Killowen-street, Coleraine, f.	V.T.B.	R.C.	–	R.C.	–	77	77	–	47	47	27
103	4890	Drumachose, .	Newtownlimavady, f.		Pres.	–	Pres.	–	62	62	–	39	39	24
104	5021	Lissan, . .	Dernan, . .		R.C.	–	R.C.	63	60	123	34	33	67	29
105	5042	Glendermott, .	Lismacarroll, .		–	E.C.	Pres.	62	41	103	34	30	64	46
106	5099	Macosquin, .	Ballywilliam, .		Pres.	–	Pres.	42	35	77	26	28	54	28
107	5180	Magherafelt, .	Magherafelt, No. 2, m.		Pres.	–	Pres.	62	–	62	40	–	40	22
108	5246	Ballinderry, .	Ballylifford, .		–	R.C.	R.C.	119	79	198	60	41	101	39
109	5431	Dungiven, .	Dungiven, . m.		R.C.	–	R.C.	86	–	86	56	–	56	26
110	5496	Cumber, Upper,	Glenrandle, m.	V.C.	R.C.	–	R.C.	108	–	108	69	–	69	33
111	5497	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	68	68	–	45	45	20
112	5525	Maghera, .	Maghera, . f.		Pres.	–	Pres.	–	105	105	–	71	71	50
113	5538	Lissan, . .	Claggan, . .	V.C.	Pres.	–	E.C.	55	43	98	35	28	63	29
114	5550	Bovevagh, .	Derynaflaw, .	V.C.	R.C.	–	R.C.	72	64	136	40	46	86	49
115	5676	Ballynascreen, .	Altayeskey, . f.	V.C.	–	R.C.	R.C.	–	82	82	–	54	54	25
116	5707	Magilligan, .	Gortmore, . .		Pres.	–	Pres.	33	29	62	26	23	49	26
117	5742	TamlaghtO'Crilly,	Dromard, . .		Pres.	–	R.C.	82	40	122	48	23	71	42

[a] Residence free.

1863.—Province of Ulster : County of Londonderry—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.										Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
38	24	10	3	–	75	7·5	0	14	6	—			—			16	10	0	—			—			—		
26	10	19	8	9	72	8·7	0	11	0	—			—			32	11	8	3	11	9	—			3	11	9
21	14	9	8	5	57	9·2		—		—			—			16	0	0	0	10	0	—			0	10	0
21	24	9	3	1	58	9·	1	5	11	—			—			24	0	0	6	10	0	1	0	0	7	10	0
32	29	12	17	14	104	10·	2	9	0	—			1	10	0	62	0	10	51	8	6	—			51	8	6
22	20	7	4	1	54	9·	1	7	7	—			1	0	0	28	0	0	3	4	7	17	0	0	20	4	7
30	17	13	11	–	71	9·2		—		—			—			8	10	0	1	0	0	—			1	0	0
37	12	10	5	–	64	8·7	0	16	2	—			1	0	0	24	0	0	5	2	4	5	0	0	10	2	4
31	15	24	6	4	80	10·4	0	17	3	—			1	0	0	33	19	2	5	16	3	—			5	16	3
32	31	15	7	7	92	10·	0	16	1	—			—			28	1	8	1	10	10	5	5	0	6	15	10
30	18	9	8	–	65	10·4	0	11	5	—			—			28	0	0	1	19	6	3	0	0	4	19	6
19	20	5	5	–	49	9·8	0	10	10	—			—			24	0	0	2	13	8	10	0	0	12	13	8
23	26	4	4	–	57	10·	0	10	6	—			—			20	0	0	2	10	0	8	0	0	10	10	0
30	22	18	11	4	85	10·	2	13	8	—			—			10	16	8	3	10	0	—			3	10	0
52	29	15	11	4	111	9·1	1	2	1	—			—			21	0	0	5	7	1	2	10	0	[a]7	17	1
43	32	14	5	4	98	9·	3	17	5	—			6	10	0	33	3	4	6	2	0	9	0	0	[a]15	2	0
29	37	13	10	–	89	9·4	1	11	6	—			—			36	0	0	—			20	0	0	[a]20	0	0
33	19	11	5	2	70	9·5	1	8	11	—			1	0	0	32	0	0	5	8	2	—			5	8	2
28	18	11	4	10	71	11·	1	3	10	1	10	0	1	0	0	24	0	0	4	4	6	8	0	0	12	4	6
25	21	6	4	3	59	10·5	1	11	7	1	10	0	—			16	0	0	2	3	2	5	0	0	7	3	2
27	18	10	2	3	60	9·3	1	4	9	—			—			11	5	0	3	1	6	—			3	1	6
44	17	4	5	1	71	9·	0	15	11	4	10	0	—			17	10	0	0	0	5	—			0	0	5
–	8	17	14	29	68	18·9																					
53	54	13	5	2	127	10·2	2	7	3	—			—			32	0	0	2	12	0	9	0	0	11	12	0
42	19	5	4	4	74	9·1	0	18	9	—			7	0	0	44	16	8	0	4	6	15	0	0	15	4	6
25	19	11	5	3	63	8·	2	0	4	1	10	0	—			22	5	0	3	5	7	—			3	5	7
22	30	24	20	9	105	9·5	1	0	6	—			—			26	8	4	11	12	4	5	0	0	[a]16	12	4
19	18	10	12	–	59	9·		—		—			—			24	0	0	1	10	0	5	5	0	[a]6	15	0
41	24	11	10	7	93	9·5	0	10	4	1	10	0	—			24	0	0	1	11	6	—			1	11	6
15	8	7	3	–	33	9·2		—		1	10	0	—			14	0	0	1	1	0	0	10	0	1	11	0
37	15	19	5	–	76	9·	0	10	3	1	10	0	—			38	0	0	4	0	0	10	0	0	14	0	0
32	20	11	6	–	69	8·8	2	2	8	—			—			24	0	0	0	17	0	6	10	0	7	7	0
28	24	14	6	2	74	10·7		—		—			—			14	0	0	1	10	1	5	0	0	6	10	1
47	46	7	18	6	124	10·2	1	4	6	1	10	0	—			26	11	8	2	10	6	—			2	10	6
43	27	9	3	–	82	8·6	1	1	0	1	10	0	—			18	0	0	2	3	0	—			2	3	0
25	14	21	14	3	77	9·	0	10	0	—			1	10	0	26	0	0	2	0	0	—			2	0	0
30	17	16	6	5	74	9·5	1	6	9	—			3	10	0	33	19	2	5	16	7	—			5	16	7
18	20	6	5	–	49	7·5	0	19	7	—			—			24	0	0	2	17	3	4	12	9	7	10	0
14	10	6	8	5	43	8·6	1	13	4	—			—			24	0	0	3	3	5	—			3	3	5
34	16	13	16	14	93	10·	1	6	0	—			1	0	0	52	6	8	6	8	0	—			[a]6	8	0
11	15	8	8	12	54	10·2		—		—			—			26	8	4	4	2	6	3	5	0	7	7	6
20	29	21	18	6	94	10·	1	19	3	—			1	10	0	39	8	4	2	16	0	2	2	0	4	18	0
15	8	16	1	1	41	8·5	0	19	8	—			—			20	7	6	1	5	6	—			1	5	6
6	11	5	13	4	39	7·6	0	16	5	—			—			24	0	0	3	5	0	—			3	5	0
26	13	9	8	–	56	8·		—		—			6	10	0	30	8	4	—			0	2	10	0	2	10
16	9	11	2	2	40	9·	0	12	0	—			—			24	0	0	2	11	6	3	5	0	5	16	6
33	28	9	4	2	76	9·	0	10	0	—			—			24	0	0	1	0	7	—			1	0	7
34	22	5	8	–	69	8·7		—		—			—			32	0	0	6	3	3	7	0	0	[a]13	3	3
26	15	7	9	–	57	10·2	0	10	3	—			—			18	0	0	4	0	0	6	0	0	10	0	0
4	11	4	11	11	41	10·2	1	15	6	—			—			65	3	4	12	0	0	5	0	0	17	0	0
47	47	7	10	4	115	8·9	2	13	6	1	17	6	—			21	10	0	1	7	6	5	0	0	6	7	6
22	19	14	8	3	66	9·6	0	16	5	1	10	0	—			24	0	0	3	3	2	—			3	3	2
24	29	20	9	4	86	10·3	0	13	7	—			—			32	0	0	2	13	10	—			2	13	10
23	12	7	4	–	46	9·3	0	7	0	—			—			20	0	0	1	0	6	—			1	0	6
22	30	25	8	7	92	8·9	9	1	2	3	14	2	8	0	0	49	8	4	21	11	6	5	0	0	26	11	6
33	27	8	7	–	75	9·	1	9	0	—			—			19	10	0	1	13	0	2	0	0	3	13	0
23	28	23	13	11	98	10·	3	0	2	—			—			42	18	4	10	1	6	—			10	1	6
18	15	16	5	–	54	8·4	1	18	7	—			—			20	0	0	0	1	0	[a]			[a]	1	0
25	14	7	6	–	52	9·2	0	8	5	—			—			18	0	0	2	3	0	2	0	0	4	3	0
27	23	12	12	14	88	10·8	0	16	3	—			—			32	0	0	1	16	0	—			1	16	0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
118	5809	Ballywillin,	Carnalbridge,	v.c.	Pres.	–	Pres.	34	46	80	29	41	70	33
119	5827	Errigal,	Garvagh,		–	Pres.	Pres.	42	43	85	30	28	58	45
120	5828	Magherafelt,	Magherafelt,No.2,f,		Pres.	–	Pres.	–	79	79	–	59	59	33
121	5856	Dungiven,	Dungiven, f.		R.C.	–	R.C.	–	61	61	–	49	49	26
122	5878	Banagher,	Templemoyle,	v.c.	R.C.	–	R.C.	30	18	48	25	16	41	26
123	6152	Kilcronaghan,	Tobermore, f.		Pres.	–	Pres.	–	128	128	–	63	63	33
124	6167	Banagher,	Magheramore,No.2.		Pres.	–	R.C.	31	27	58	20	22	42	20
125	6282	Templemore,	Culmore,		–	E.C.	Pres.	68	52	120	39	28	67	41
126	6287	Aghadowey,	Moneycarrie,		Pres.	–	Pres.	67	54	121	37	33	70	45
127	6350	Errigal,	Cah,		Pres.	–	E.C.	48	24	72	32	17	49	23
128	6390	Kilcronaghan,	Tobermore, m.		Pres.	–	Pres.	130	–	130	65	–	65	34
129	6461	Glendermott,	Waterside, No. 2,		Pres.	–	Pres.	176	95	271	101	56	157	110
130	6507	Templemore,	Strand-road,		Pres.	–	Pres.	84	83	167	61	60	121	69
131	7000	Maghera,	Crew,		Pres.	–	Pres.	69	32	101	46	14	60	37
132	7063	Do.	Ballymackpeake,		R.C.	–	E.C.	29	57	86	21	33	54	26
133	7125	Magilligan,	Margamonaghan,		Pres.	–	Pres.	59	48	107	43	33	76	39
134	7131	Ballyaghran,	Portstewart,		Pres.	–	Pres.	71	57	128	42	39	81	42
135	7277	Tamlaght O'Crilly,	Bovedy,		Pres.	–	Pres.	22	39	61	14	27	41	26
136	7297	Maghera,	Maghera, day,		E.C.	–	E.C.	93	–	93	58	–	58	27
			Do. evg.		–	–	–	31	–	31	20	–	20	9
137	7367	Coleraine,	Knockintern,		Pres.	–	Pres.	34	35	69	18	22	40	23
138	7418	Maghera,	Miltown, m.		Pres.	–	Pres.	81	–	81	52	–	52	41
139	7430	Killelagh,	Killelagh,		Pres.	–	Pres.	39	26	65	25	15	40	17
140	7526	Do.	Faughanvale, m.		Pres.	–	Pres.	94	–	94	63	–	63	41
141	7527	Do.	Do. f.		Pres.	–	Pres.	–	113	113	–	80	80	47
142	7633	Drumachose,	Isle of Man-street, N.-T.-Limavady,m.		R.C.	–	R.C.	106	–	106	81	–	81	50
143	7672	Aghadowey,	Miltown, f.		–	Pres.	Pres.	–	84	84	–	57	57	35
144	7747	Kilcronaghan,	Kilcronaghan,		E.C.	–	E.C.	107	89	196	71	54	125	75
145	7770	Desertoghill,	Ballyagan, f.		–	Pres.	Pres.	–	90	90	–	58	58	31
146	7889	Glendermott,	Glendermott,		R.C.	–	R.C.	63	40	103	38	27	65	33
147	7908	Tamlaght Finlagan,	Myroe, m.		Pres.	–	Pres.	66	–	66	45	–	45	29
148	7909	Do.	Do. f.		Pres.	–	Pres.	–	82	82	–	53	53	32
149	8003	Ardwen,	Ballyronan,		–	E.C.	E.C.	82	–	82	62	–	62	40
150	8077	Maghera,	Beagh,		Pres.	–	Pres.	33	42	75	22	26	48	21
151	8080	Tamlaght Finlagan,	Largy,		–	E.C.	Pres.	70	36	106	44	22	66	39
152	8081	Do.	Tartnakelly,		R.C.	–	R.C.	53	31	84	34	19	53	27
153	8105	Glendermott,	Greerstown,		Pres.	–	Pres.	44	40	84	30	24	54	28
154	8223	Dromaclose,	Derrymore,		Pres.	–	Pres.	57	43	100	37	25	62	34
155	8255	Lower Cumber,	Ogill,		Pres.	–	Pres.	77	58	135	42	34	76	36
156	8280	Aghadowey,	Ballinrees,		Pres.	–	Pres.	50	37	87	36	27	63	39
157	8281	Lower Cumber,	Ervey,		–	E.C.	Diss.	39	42	81	25	28	53	32
158	8295	Ballynascreen,	Labby,		R.C.	–	R.C.	86	56	142	55	39	94	43
159	8339	Aghadowey,	Ballylintagh, f.		–	Pres.	Pres.	–	79	79	–	51	51	26
160	8340	Glendermott,	Kellymallaght,		–	Diss.	Pres.	72	50	122	45	35	80	43
161	8384	Bovevagh,	Glenconway,		–	E.C.	E.C.	42	39	81	27	26	53	29
162	8407	Tarmonery,	Derganagh,		Pres.	–	Pres.	63	23	86	47	19	66	23
163	8493	Dunboe,	Downhill,		–	E.C.	E.C.	41	50	91	30	34	64	38
164	8494	Aghadowey,	Miltown, m.		–	Pres.	Pres.	117	–	117	60	–	60	42
165	8495	Desertoghill,	Trinaltinagh,		–	Pres.	Pres.	65	38	103	34	20	54	30
166	8509	Aghadowey,	Collins,		–	Pres.	Pres.	45	25	70	36	21	57	33
167	8519	Magherafelt,	Castledawson,No.2,		Pres.	–	Pres.	49	53	102	27	30	57	29
168	8525	Aghadowey,	Killeague,		–	Pres.	Pres.	74	37	111	59	23	82	42
169	8526	Do.	Droghed,		–	Pres.	Pres.	66	37	103	40	19	59	39
170	8527	Do.	Mullahinch,		–	Pres.	Pres.	75	49	124	43	25	68	41
171	8531	Dunboe,	Articlave,		E.C.	–	E.C.	62	63	125	50	48	98	49
172	8591	Magherafelt,	Magherafelt (Pump-street), m.		R.C.	–	R.C.	92	–	92	66	–	66	37
173	8592	Do.	Do. f.		R.C.	–	R.C.	–	78	78	–	38	38	27
174	8664	Maghera,	Ternageeragh,		–	E.C.	Pres.	39	22	61	31	18	49	18
175	8677	Aghadowey,	Aghadowey, f.		Pres.	–	Pres.	–	65	65	–	45	45	29

[a] Residence free.

1863.—Province of Ulster: County of Londonderry—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.								
																School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
31	22	3	7	–	63	10·1	0	11	9	1	10	0	—			20	0	0	4	1	11	—			4	1	11
12	24	17	10	9	72	9·1	5	8	10	—			6	0	0	52	1	8	21	16	4	5	0	0	26	16	4
17	14	14	11	8	64	9·5	0	12	11	—			—			37	13	4	3	0	0	5	0	0	8	0	0
25	17	5	5	3	55	8·7	0	11	8	—			—			16	0	0	0	14	3	—			0	14	3
13	11	7	6	9	46	10·5	1	4	0	1	10	0	—			17	5	0	—			—			—		
55	18	14	12	–	99	7·7	0	15	0	—			1	10	0	29	19	2	3	5	4	—			3	5	4
19	9	5	4	11	48	10·8	1	5	8	—			—			24	0	0	3	2	6	—			3	2	6
36	26	12	13	9	96	9·5	1	19	7	1	10	0	3	0	0	32	0	0	12	2	10	11	0	0	23	2	10
54	17	16	5	6	98	8·5	1	1	9	1	10	0	5	0	0	49	11	8	6	14	3	—			6	14	3
13	21	6	5	2	47	9·5	0	4	0	1	10	0	—			24	0	0	1	10	1	—			1	10	1
38	17	14	7	2	78	8·6	1	18	3	1	10	0	—			24	0	0	1	17	0	4	0	0	5	17	0
70	56	31	23	10	190	8·7	4	4	0	—			5	0	0	59	15	0	27	13	3	10	0	0	[a]37	13	3
41	33	29	–	25	128	9·5	1	17	7	—			3	10	0	39	8	4	44	0	0	7	10	0	51	10	0
19	17	16	13	4	69	9·9	—			1	10	0	—			24	0	0	12	0	0	—			12	0	0
26	18	13	11	–	68	9·3	—			1	10	0	—			16	0	0	4	11	5	—			4	11	5
35	32	8	7	–	82	8·6	1	1	0	1	10	0	—			21	13	4	6	3	6	—			6	3	6
19	33	14	15	6	87	9·7	1	0	1	1	10	4	7	0	0	24	16	8	20	1	8	—			20	1	8
19	14	7	4	–	44	8·3	3	12	3	—			—			20	0	0	2	15	0	1	5	0	4	0	0
[b] –	–	–	–	–	–	–	1	10	8	—			—			32	5	0	10	0	0	12	0	0	[a]22	0	0
27	21	4	–	–	52	8·	0	11	7	—			—			18	0	0	1	13	3	—			1	13	3
9	19	11	7	19	65	10·9	5	17	5	—			4	0	0	49	10	0	20	0	0	—			[a]20	0	0
34	12	8	2	–	56	8·6	—			1	10	0	—			12	0	0	1	5	3	—			1	5	3
15	27	15	9	6	72	10·6	3	15	10	—			—			32	16	8	8	12	5	14	0	0	22	12	5
20	21	21	13	7	82	9·3	2	5	3	—			—			42	16	8	12	0	3	5	0	0	17	0	3
30	30	13	10	5	88	10·3	1	14	2	1	17	6	5	0	0	43	9	2	11	19	3	—			11	19	3
17	25	16	17	–	75	9·3	0	13	10	1	10	0	—			30	0	0	4	0	6	12	0	0	16	0	6
20	44	26	27	44	161	9·8	4	14	3	1	10	0	—			56	15	0	8	18	0	11	10	0	20	8	0
18	26	15	10	4	73	9·5	3	12	8	1	17	6	1	0	0	37	8	4	4	17	9	12	0	0	16	17	9
48	21	5	5	–	79	9·	0	13	6	—			—			28	0	0	5	15	0	—			5	15	0
19	19	6	3	3	50	9·	0	10	3	—			2	0	0	28	0	0	6	5	0	5	0	0	11	5	0
33	15	8	5	–	61	7·8	0	19	3	—			—			28	15	0	6	13	0	3	0	0	9	13	0
31	23	7	6	7	74	9·	6	3	4	—			—			32	0	0	9	12	0	20	0	0	[a]29	12	0
23	13	9	10	–	55	8·6	0	10	6	—			—			16	0	0	3	10	0	—			3	10	0
24	16	13	9	18	80	10·3	3	0	0	—			4	10	0	45	18	4	8	19	4	2	0	0	[a]10	19	4
27	15	17	5	5	69	9·8	1	1	11	—			—			32	0	0	2	17	6	—			2	17	6
27	18	9	6	–	60	9·6	—			—			—			17	10	0	8	10	0	5	0	0	[a]13	10	0
18	29	16	10	–	73	9·7	1	2	7	0	19	0	—			26	8	10	5	16	7	—			5	16	7
50	33	10	3	–	96	9·8	2	4	0	1	18	1	—			24	0	0	4	18	7	—			[a]4	18	7
28	22	10	6	5	71	9·	1	13	0	1	10	0	7	0	0	27	0	0	8	0	0	—			8	0	0
30	19	9	–	–	58	8·3	—			1	10	0	—			32	0	0	1	5	0	18	10	0	19	15	0
20	20	25	28	23	116	11·6	2	2	0	1	10	0	—			24	0	0	3	15	0	—			3	15	0
12	13	10	13	4	52	10·8	0	10	3	1	10	0	—			22	0	0	2	0	0	9	0	0	11	0	0
26	31	23	12	–	92	9·7	2	0	11	1	17	6	—			28	0	0	11	9	7	—			11	9	7
26	16	20	8	–	70	10·3	1	9	10	1	10	0	—			32	5	0	1	1	3	12	0	0	13	1	3
25	22	15	5	–	67	10·	0	14	4	1	12	6	—			15	0	0	4	12	6	—			4	12	6
26	29	9	10	–	74	9·3	3	3	2	—			1	10	0	28	0	0	5	5	1	8	0	0	[a]13	5	1
29	29	13	8	6	85	9·8	3	3	8	—			3	0	0	58	0	0	5	10	6	12	0	0	17	10	6
28	20	13	4	5	70	9·	0	17	9	—			—			18	0	0	2	10	0	6	0	0	8	10	0
17	20	10	13	–	60	9·3	0	12	1	—			—			28	0	0	3	10	0	9	0	0	12	10	0
27	14	14	9	3	67	8·	1	8	2	—			—			23	0	0	4	1	2	—			4	1	2
46	27	8	10	7	98	9·3	1	4	6	—			3	0	0	50	0	0	5	6	6	17	0	0	22	6	6
25	16	14	9	6	70	10·1	1	2	2	—			1	0	0	41	5	0	5	13	0	9	0	0	14	13	0
39	32	7	7	–	85	8·7	0	19	10	—			—			36	0	0	4	12	6	16	0	0	20	12	6
47	34	10	7	6	104	9·7	0	14	6	—			—			29	0	0	7	4	10	19	10	0	[a]26	14	10
25	19	11	9	6	70	9·	1	14	3	—			—			24	0	0	5	14	5	5	0	0	10	14	5
25	12	12	12	–	61	9·9	0	12	3	—			—			26	0	0	3	10	0	5	0	0	8	10	0
30	7	5	10	–	52	9·7	0	17	9	—			—			22	10	0	2	17	10	3	0	0	5	17	10
20	10	8	7	–	45	8·7	0	15	3	—			—			14	0	0	4	0	0	—			4	0	0

[b] School closed during three months ended 31st December, 1863.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
176	8678	Maghera, .	Maghera Parochl. f.		E.C.	–	E.C.	–	96	96	–	47	47	30
177	8816	Macosquin, .	Macosquin, . .		E.C.	–	E.C.	58	48	106	33	28	61	36
178	8817	Aghadowey, .	Gorren, . .		Diss.	–	Pres.	61	49	110	37	30	67	40
179	8844	Drumachose, .	Isle of Man-st. f.		R.C.	–	R.C.	–	78	78	–	56	56	35
180	8853	Desertoghill, .	Carhill, . m.		–	E.C.	E.C.	59	–	59	35	–	35	18
181	8854	Tamlaght O'Crilly,	Lismoyle, . .		–	E.C.	Pres.	60	–	60	37	–	37	20
182	8855	Kilrea, . .	Moyvanagher, m.		–	E.C.	E.C.	76	–	76	49	–	49	27
183	8856	Do. . .	Do. . . f.		–	E.C.	Pres.	–	104	104	–	58	58	33
184	8857	Do. . .	Lislea, . m.		–	E.C.	E.C.	85	–	85	56	–	56	32
185	8858	Do. . .	Do. . . f.		–	E.C.	E.C.	–	57	57	–	48	48	24
186	8859	Do. . .	Kilrea, . m.		–	E.C.	E.C.	110	–	110	71	–	71	37
187	8860	Do. . .	Do. . . f.		–	E.C.	E.C.	–	88	88	–	67	67	38
188	8861	Killelagh, .	Swatteragh, m.		–	E.C.	E.C.	90	–	90	37	–	37	26
189	8862	Do. . .	Do. . . f.		–	E.C.	E.C.	–	72	72	–	43	43	24
190	8955	Learmount, .	Park, . . .		E.C.	–	Pres.	27	29	56	16	17	33	19
191	9053	Termoneeny, .	Termoneeny, .		E.C.	–	E.C.	48	30	78	26	22	48	26
192	9087	Ballyscullion, .	Moyela Park, .		–	E.C.	E.C.	52	138	190	17	94	111	54
193	9095	Drumachose, .	Drumrammer, tem.		R.C.	–	R.C.	37	19	56	27	18	45	28
194	9106	Glendermott, .	Gortnessy, . .		–	E.C.	E.C.	63	57	120	43	36	79	44
195	9110	Magherafelt, .	Coolshiney, . .		–	E.C.	E.C.	47	42	89	39	34	73	38
196	9153	Tamlaght O'Crilly,	Lismoyle, . f.		–	E.C.	Pres.	–	64	64	–	45	45	28
197	9154	Desertoghill, .	Carhill, . f.		–	E.C.	Pres.	–	64	64	–	44	44	23
198	9236	Magherafelt, .	New Row, Castle-dawson, . .		R.C.	–	R.C.	50	41	91	50	41	91	32
			Total of Ordinary Schools, 198, .					11,564	9,227	20,791	7,179	5,918	13,097	7,069
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	5618	Killowen, .	Coleraine District Model, . m.	v.c.	–	Comm. of Nat. Ed.	Pres.	148	–	148	84	–	84	68
2	5619	Do. . .	Do. . . f.	v.c.	–		Pres.	–	134	134	–	80	80	68
3	5620	Do. . .	Do. . . i.	v.c.	–		R.C.	46	40	86	26	24	50	38
4	7690	Templemore, .	Derry Dis. Mod. m.	v.c.	–		Pres.	337	–	337	204	–	204	168
5	7691	Do. . .	Do. . . f.	v.c.	–		R.C.	–	209	209	–	112	112	88
6	7692	Do. . .	Do. . . i.	v.c.	–		E.C.	98	79	177	50	38	88	67
7	8796	Do. . .	Do. . maritime, Eglinton, 1st Class Ag.,	v.c.	–		R.C.	4	–	4	4	–	4	2
8	7186	Faughanvale, .			–	E.C.	E.C.	36	–	36	21	–	21	21
9	6168	Templemore, .	St. Columb's Convent, No. 2, f.		R.C.	–	R.C.	–	470	470	–	379	379	217
10	3881	Glendermott, .	Derry P. L. Union,		–	P. L. Guar.	E.C.	73	124	197	41	71	112	75
11	3381	Coleraine, .	Coleraine do. .		–		Pres.	66	77	143	37	44	81	58
12	9065	Templemore, .	Derry Lunatic Asy.		–	E.C.	E.C.	57	20	77	40	11	51	28
			Total of Special Schools, 12, .					865	1,153	2,018	507	759	1,266	898
			Grand Total for Co. Londonderry, 210,					12,429	10380	22,809	7,686	6,677	14,363	7,967

[a] Residence free.

1863.—Province of Ulster: County of Londonderry—*continued.*

Poor Law Union Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
20	16	10	8	2	56	10·2	—	—	—	18 16 8	5 10 2	5 0 0	[a] 10 10 2	
30	20	12	15	–	77	9·3	3 14 11	—	—	32 0 0	4 15 6	23 0 0	[a] 27 15 6	
32	28	12	5	–	77	9·8	1 9 1	—	—	18 0 0	4 0 0	—	4 0 0	
23	13	3	7	4	50	8·5	1 0 0	0 19 0	6 10 0	33 0 0	8 3 4	—	8 3 4	
8	7	14	9	–	38	11·6	1 17 1	—	—	11 5 0	0 13 1	20 0 0	20 13 1	
20	23	11	–	–	54	9·7	1 11 4	—	—	17 16 8	2 0 0	20 0 0	[a] 22 0 0	
21	18	19	8	–	66	10·	2 5 3	—	—	15 0 0	3 0 0	—	[a] 3 0 0	
12	16	18	7	9	62	9·4	4 12 0	—	—	23 0 0	4 11 4	—	4 11 4	
8	13	24	15	8	68	11·5	2 15 2	—	—	15 0 0	5 3 5	21 0 0	[a] 26 3 5	
12	20	10	8	6	56	9·8	1 0 0	—	—	14 0 0	5 11 2	16 0 0	[a] 21 11 2	
23	27	11	9	8	78	10·4	3 2 8	—	—	15 0 0	4 17 5	20 0 0	[a] 24 17 5	
34	16	11	8	7	76	10·	2 5 0	—	—	14 16 8	4 10 7	15 0 0	[a] 19 10 7	
26	30	–	4	2	62	8·7	1 6 5	—	—	17 10 0	5 6 0	21 0 0	[a] 26 6 0	
35	22	4	2	–	63	9·	1 3 6	—	—	14 0 0	1 19 7	18 0 0	19 19 7	
14	7	4	3	3	31	9·2	0 11 11	—	—	16 5 0	3 10 0	7 10 0	[a] 11 0 0	
19	24	15	7	–	65	10·6	0 19 10	4 0 0	—	13 15 0	3 0 0	1 5 0	4 5 0	
52	22	17	17	3	111	8·5	1 19 11	6 0 0	—	25 8 4	6 3 10	5 0 0	11 3 10	
16	22	1	14	–	53	9·7	1 11 7	4 0 0	—	10 10 0	1 18 0	—	1 18 0	
59	28	14	13	–	114	8·3	2 1 0	4 0 0	—	14 13 4	8 13 7	10 0 0	[a] 18 13 7	
39	26	12	6	–	83	9·5	2 7 8	4 0 0	—	10 10 0	4 16 0	10 0 0	14 16 0	
24	20	13	–	–	57	10·	1 9 9	4 0 0	—	17 6 8	1 10 0	15 0 0	16 10 0	
26	14	11	10	–	61	12·6	—	4 10 0	—	17 6 8	1 6 10	15 0 0	16 6 10	
53	20	12	6	–	91	11·5	—	4 10 0	—	—	0 5 0	—	0 5 0	
5,886	4,513	2,437	1,658	845	15,339		280 17 5	135 10 1	162 0 0	5,472 7 2	1,019 1 9	977 17 3	1,996 19 0	
–	19	24	17	52	112	12·1	10 18 10	0 3 7	—	622 6 6	88 4 2	—	88 4 2	
–	10	17	28	34	89	13·								
40	27	–	–	–	67	6·								
11	53	53	69	36	222	10·6								
–	39	37	19	29	124	11·7	43 8 7	18 18 0	—	1169 0 7	233 2 3	—	233 2 3	
59	35	7	–	–	101	5·7								
–	–	–	2	–	2	21·								
–	–	–	–	24	24	15·7	2 19 6	—	1 0 0	134 11 3	—	120 0 0	120 0 0	
195	79	67	52	25	418	8·5	8 11 7	—	6 10 0	72 13 4	28 1 4	10 0 0	38 1 4	
65	25	13	12	–	115	8·9	2 6 6	3 0 0	16 0 0	—	—	—	—	
65	30	8	5	–	108	8·2	3 2 8	—	1 10 0	—	—	—	—	
10	18	–	8	12	48	31·6	—	5 10 0	—	—	—	—	—	
445	335	226	212	212	1,430		71 7 8	27 11 7	25 0 0	1,998 11 8	349 7 9	130 0 0	479 7 9	
6,331	4,848	2,663	1,870	1,057	16,769		352 5 1	163 1 8	187 0 0	7,470 18 10	1,368 9 6	1,107 17 3	2,476 6 9	

I.—List of Schools in operation on th

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
			ORDINARY TOWN AND RURAL SCHOOLS											
1	329	Aghnamullan,	Raw, m.		–	E.C.	E.C.	87	–	87	66	–	66	25
2	331	Aghabog,	Aghabog, or Latnamard,		R.C.	–	R.C.	75	49	124	51	28	79	32
3	334	Clones,	Aghnashalvy,		R.C.	–	R.C.	61	44	105	37	25	62	31
4	335	Do. East,	Gransha,		R.C.	–	R.C.	59	35	94	36	18	54	27
5	336	Do. East,	Magherarny,	B.	R.C.	–	R.C.	55	47	102	36	27	63	28
6	338	Currin,	Killyfargy,	V.T.	R.C.	–	R.C.	68	45	113	36	27	63	30
7	339	Clontibret,	Mullaghanee,		Pres.	–	Pres.	123	110	233	78	67	145	58
8	341	Drumsnat,	Drumsheeny,		R.C.	–	R.C.	73	66	139	48	39	87	49
9	342	Kilmore,	Three-mile-house,		R.C.	–	R.C.	64	55	119	38	34	72	39
10	344	Donagh,	Ballanaman,		R.C.	–	R.C.	67	54	121	43	31	74	47
11	351	Killevan,	Killyfuddy,		R.C	–	R.C.	63	56	119	31	29	60	28
12	353	Kilmore,	Tetoppa,		R.C.	–	R.C.	53	37	90	27	19	46	23
13	355	Do.	Corcaghan, m.		R.C.	–	R.C.	135	–	135	62	–	62	24
14	358	Monaghan,	Latlorcan, m.		R.C.	–	R.C.	124	–	124	66	–	66	29
15	363	Muckno,	Tullynahattina,		–	Pres.	Pres.	51	48	99	31	33	64	28
16	365	Do.	Carrickaslane,		–	Pres.	Pres.	63	42	105	39	28	67	36
17	366	Magheross,	Carrickmacross, m.	V.T.	R.C.	–	R.C.	142	–	142	82	–	82	42
18	367	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	172	172	–	94	94	46
19	372	Tedavnet,	Tedavnet,		R.C.	–	R.C.	115	73	188	65	42	107	42
20	373	Errigal,	Derryveagh,	V.T.	R.C.	–	R.C.	98	94	192	68	74	142	48
21	1115	Aghabog,	Drumgarley,		R.C.	–	R.C.	62	54	116	53	42	95	42
22	1252	Clones,	Largy, m.	V.T.	R.C.	–	R.C.	213	–	213	130	–	130	68
23	1253	Currin,	Laurel-hill, m.	V.T.	R.C.	–	R.C.	96	–	96	47	–	47	24
24	1256	Tedavnet,	Tullycroman,	V.T.	–	E.C.	R.C.	41	25	66	24	16	40	19
25	1488	Clones,	Largy, f.	V.T.	R.C.	–	R.C.	–	130	130	–	66	66	33
26	1537	Currin,	Laurel-hill, f.	V.T.	R.C.	–	R.C.	–	69	69	–	46	46	21
27	1745	Tehalan,	Fedoo,	V.T.	R.C.	–	R.C.	99	55	154	50	26	76	41
28	1746	Tedavnet,	Knockatallen, m.	V.T.	R.C.	–	R.C.	93	–	93	64	–	64	28
29	1752	Aghnamullan,	Lissiniskey,		R.C.	–	R.C.	55	21	76	41	16	57	22
30	1773	Tedavnet,	Knockatallen, f.	V.T.	R.C.	–	R.C.	–	91	91	–	61	61	25
31	1798	Errigal,	Killybrone, m.	V.T.	R.C.	–	R.C.	91	–	91	63	–	63	26
32	1938	Tedavnet,	Killycarnan,		R.C.	–	R.C.	69	45	114	59	38	97	51
33	1948	Muckno,	Tullyrahan,		–	R.C.	R.C.	43	24	67	32	20	52	25
34	2020	Tehalan,	Lappan, temp.	B.	R.C.	–	R.C.	110	–	110	68	–	68	28
35	2023	Donaghmoyne,	Donaghmoyne,		R.C.	–	R.C.	62	29	91	50	29	79	30
36	2048	Clontibret,	Annayalla, m.		R.C.	–	R.C.	135	–	135	86	–	86	36
37	2107	Magheross,	Corduff, m.	V.T.B.	R.C.	–	R.C.	139	–	139	84	–	84	31
38	2108	Do.	Do. f.	V.T.B.	R.C.	–	R.C.	–	102	102	–	66	66	21
39	2109	Currin,	Clinrigh,		R.C.	–	R.C.	105	92	197	47	37	84	39
40	2242	Donagh,	Corracrin,		R.C.	–	R.C.	97	63	160	59	35	94	49
41	2243	Do.	Glencaw, or Glannan,		R.C.	–	R.C.	46	36	82	32	22	54	28
42	2244	Kilmore,	Cornasoo,		–	Pres.	Pres.	69	55	124	42	35	77	35
43	2355	Errigal,	Killybrone, f.	V.T.	R.C.	–	R.C.	–	76	76	–	49	49	14
44	2550	Donagh,	Knocknagrave,	V.T.	R.C.	–	R.C.	82	66	148	79	67	146	53
45	2628	Ematris,	Dartry-house,		–	E.C.	E.C.	74	77	151	42	37	79	39
46	2642	Tullycorbet,	Corvoy,		R.C.	–	R.C.	126	93	219	76	46	116	42
47	2953	Monaghan,	Legnacreeve,		Pres.	–	Pres.	37	25	62	24	15	39	18
48	3026	Clones, East,	Stonebridge,		Pres.	–	Pres.	45	29	74	30	16	46	27
49	3163	Tedavnet,	Ballyalbany,		–	Pres.	Pres.	51	33	84	27	18	45	22
50	3194	Ballybay,	Balladian,		Pres.	–	Pres.	58	49	107	34	23	57	27
51	3319	Errigal,	Knockconan, m.		R.C.	–	R.C.	78	–	78	49	–	49	23
52	3392	Clontibret,	Annayalla, f.		R.C.	–	R.C.	–	124	124	–	65	65	19
53	3398	Donaghmoyne,	Lisdoonan,		R.C.	–	R.C.	137	110	247	88	69	157	54
54	3474	Aughnamullan,	Aghmakerr,		R.C.	–	R.C.	92	70	162	54	40	94	42
55	3576	Do.	Creeve,		–	E.C.	Pres.	71	59	130	42	27	69	36
56	3577	Do.	Lisdrumcleve,		R.C.	–	R.C.	130	100	230	80	60	140	46
57	3697	Clones,	Killina,		–	Pres.	R.C.	85	56	141	60	32	92	42
58	3698	Ematris,	Corravacan,		R.C.	–	R.C.	77	48	125	51	34	85	41
59	3837	Tehalan,	Lappan, f.		R.C.	–	R.C.	–	126	126	–	73	73	26
60	3845	Donagh,	Tirnaneill,		Pres.	–	Pres.	53	28	81	27	18	45	22

a Residence free.

31st December, 1863.—Province of ULSTER—*continued.*

MONAGHAN—155 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
28	19	12	7	–	66	12·7	2 0 0	—	—	24 0 0	3 17 6	—	3 17 6	
32	8	19	25	8	92	9·7	0 7 9	—	—	24 0 0	2 12 6	—	2 12 6	
22	20	15	11	8	76	9·4	1 1 4	—	—	26 18 4	3 0 6	—	3 0 6	
45	16	11	7	–	79	9·	0 12 4	—	1 0 0	21 0 0	0 2 2	—	0 2 2	
19	28	11	15	–	73	9·4	1 0 11	—	—	15 0 0	1 15 0	—	1 15 0	
17	27	16	10	4	74	10·	1 4 7	—	1 0 0	31 10 0	3 19 11	2 10 0	6 9 11	
49	59	30	17	12	167	9·7	2 7 10	—	—	52 0 0	11 0 11	—	11 0 11	
47	27	18	17	5	114	9·2	1 3 5	—	1 0 0	24 13 4	4 6 0	—	4 6 0	
34	36	14	10	6	100	11·9	0 13 0	—	—	33 0 0	1 3 6	—	1 3 6	
29	22	18	13	14	96	10·	1 16 3	—	—	44 6 8	9 19 7	—	9 19 7	
19	28	7	7	2	63	10·5	0 16 4	—	—	24 0 0	5 5 0	—	5 5 0	
24	19	14	5	–	62	8·2	1 1 4	—	—	32 0 0	1 1 7	—	1 1 7	
41	19	6	6	4	76	9·	1 3 2	—	—	17 10 0	0 7 9	—	0 7 9	
18	13	12	10	–	53	10·	1 2 0	—	—	22 10 0	—	—	—	
30	25	16	5	–	76	10·8	0 19 10	—	—	24 0 0	3 19 6	1 0 0	4 19 6	
24	11	16	11	10	72	9·6	1 17 2	—	—	32 0 0	5 18 5	5 0 0	10 18 5	
31	41	12	10	4	98	9·2	1 9 4	—	4 10 0	39 3 4	10 11 5	9 0 0	19 11 5	
49	44	5	18	5	121	9·	1 13 4	—	—	26 10 0	9 8 9	—	9 8 9	
48	22	30	18	2	120	10·2	1 6 2	—	1 10 0	42 3 4	0 12 6	—	0 12 6	
76	42	24	16	–	158	10·2	0 16 6	—	—	40 11 8	1 12 0	—	1 12 0	
37	32	17	7	10	103	10·	—	—	—	24 0 0	4 13 8	—	4 13 8	
36	28	39	29	26	158	10·8	2 12 0	—	—	39 18 4	9 14 9	—	9 14 9	
22	7	19	11	–	59	10·	1 0 6	—	—	24 0 0	3 4 0	—	3 4 0	
15	16	13	2	–	46	9·1	0 6 11	—	—	18 0 0	—	1 1 0	1 1 0	
29	26	24	15	–	94	9·4	1 3 4	—	—	20 0 0	3 17 4	—	3 17 4	
22	14	9	6	–	51	10·	0 10 6	—	—	20 0 0	1 19 5	—	1 19 5	
39	24	19	5	11	98	9·8	1 4 5	—	—	24 0 0	7 11 3	—	7 11 3	
29	20	10	11	6	76	10·6	0 15 4	—	—	24 0 0	1 8 0	—	1 8 0	
18	19	5	13	1	56	9·6	0 13 3	—	—	24 0 0	0 16 0	—	0 16 0	
23	29	9	9	2	72	10·2	—	—	—	20 0 0	0 10 0	—	0 10 0	
30	15	14	12	–	71	10·	0 8 10	—	—	18 0 0	1 1 3	—	1 1 3	
34	24	11	17	11	97	9·	2 0 9	—	3 0 0	43 6 8	3 3 0	1 5 0	4 8 0	
21	14	14	6	2	57	10·	0 13 6	—	—	15 0 0	2 19 11	—	2 19 11	
38	27	15	17	11	108	10·6	0 9 11	1 10 0	2 0 0	18 0 0	2 2 0	—	2 2 0	
34	17	16	17	–	84	9·	0 13 0	—	—	18 0 0	1 17 2	—	1 17 2	
41	35	9	15	6	106	9·9	2 16 5	—	—	33 0 0	2 16 0	—	2 16 0	
28	28	19	14	5	94	11·6	0 13 7	—	3 0 0	37 0 0	4 2 3	—	4 2 3	
26	26	13	7	1	73	10·5	—	—	—	14 0 0	0 19 6	—	0 19 6	
37	36	9	13	–	95	11·5	1 7 5	—	—	24 0 0	2 8 6	0 10 0	2 18 6	
24	38	15	21	16	114	9·6	3 1 2	1 17 6	5 10 0	59 10 0	8 10 6	—	8 10 6	
21	15	8	18	–	62	9·3	0 10 7	1 10 0	—	24 0 0	1 8 6	—	1 8 6	
34	30	19	12	8	103	9·7	1 5 0	1 17 6	3 0 0	37 16 8	4 8 6	—	4 8 6	
23	10	7	6	–	46	8·	0 13 0	1 10 0	—	20 0 0	0 10 0	—	0 10 0	
67	45	12	30	7	161	11·4	0 11 9	—	—	40 0 0	6 4 7	—	6 4 7	
24	24	20	14	7	89	9·7	2 11 5	1 17 6	—	24 10 0	2 4 6	11 0 0	a13 4 6	
48	36	13	19	14	130	10·5	1 11 10	1 17 6	—	28 0 0	5 5 0	—	5 5 0	
17	11	10	9	–	47	10·	0 10 1	1 10 0	—	18 0 0	1 13 11	—	1 13 11	
19	16	13	10	1	59	9·	0 12 0	—	—	21 0 0	4 15 6	—	4 15 6	
24	13	16	4	–	57	9·2	1 18 8	—	—	15 0 0	1 1 8	—	1 1 8	
26	17	10	17	–	70	10·1	0 19 9	—	—	18 0 0	—	—	—	
22	16	6	6	9	59	9·7	1 6 1	—	—	24 0 0	0 10 6	—	0 10 6	
36	27	12	14	4	93	9·6	0 16 2	—	—	16 0 0	4 15 3	—	4 15 3	
66	53	29	15	9	172	10·2	1 19 5	1 17 6	—	32 0 0	4 11 9	0 10 0	a5 1 9	
47	27	18	13	2	107	9·	1 17 11	—	—	21 1 8	4 0 8	—	4 0 8	
36	42	12	1	3	94	9·	1 15 10	—	—	13 10 0	4 0 4	—	4 0 4	
84	48	27	16	6	181	11·	1 1 6	—	—	70 6 8	6 18 10	—	6 18 10	
51	29	20	8	8	116	10·4	1 10 1	—	3 0 0	36 0 0	6 15 0	—	6 15 0	
48	16	17	9	6	96	12·8	1 2 3	—	—	15 0 0	1 17 4	—	1 17 4	
39	18	14	13	–	84	10·2	0 17 3	—	—	13 14 5	1 15 4	—	1 15 4	
28	19	7	6	1	61	8·1	0 11 0	1 10 0	—	18 0 0	3 6 1	1 10 0	4 16 1	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
61	3870	Clontibret,	Monagor,		–	R.C.	R.C.	60	28	88	47	21	68	36
62	4181	Donagh,	Killyrean,	v.t.	R.C.	–	R.C.	53	57	110	34	40	74	34
63	4192	Aghabog,	Dawson,	v.t.	R.C.	–	R.C.	92	56	148	46	24	70	28
64	4243	Muckno,	Castleblayney, m.		R.C.	–	R.C.	134	–	134	89	–	89	48
65	4244	Do.	Do. f.		R.C.	–	R.C.	–	150	150	–	105	105	55
66	4273	Ballybay,	Derryvally,		Pres.	–	Pres	93	69	162	60	40	100	48
67	4328	Killevan,	Ture,		R.C.	–	R.C.	98	68	166	58	40	98	41
68	4347	Aghnamullan,	Laragh,		–	R.C.	R.C.	67	46	113	47	33	80	32
69	4369	Clontibret,	Creeve,		–	E.C.	E.C.	49	32	81	29	21	50	25
70	4396	Ematris,	Tattygare,		R.C.	–	R.C.	49	31	80	31	23	54	20
71	4406	Ballybay,	Clogher,		Pres.	–	Pres.	48	29	77	36	20	56	32
72	4637	Magheracloone,	Coolderry,		–	E.C.	R.C.	85	66	151	53	46	99	48
73	4897	Donagh,	Edenmore,		R.C.	–	R.C.	71	60	131	54	40	94	48
74	5006	Ballybay,	Ballybay,		R.C.	–	R.C.	99	33	132	67	18	85	41
75	5024	Muckno,	Drumacon,		R.C.	–	R.C.	89	43	132	64	30	94	48
76	5113	Donaghmoyne,	Drumlusty,	v.c.	–	E.C.	R.C.	142	109	251	87	72	159	61
77	5114	Do.	Broomfield, indus.	v.c.	–	E.C.	R.C.	62	54	116	51	41	92	27
78	5155	Currin,	Kerrenchego,		Pres.	–	Pres.	61	51	112	31	28	59	23
79	5181	Inishkeen,	Inishkeen,		R.C.	–	R.C.	106	66	172	70	35	105	37
80	5271	Tullycorbit,	Braddocks,		Pres.	–	Pres.	41	33	74	26	20	46	27
81	5341	Clontibret,	Lisnagreeve,	v.c.	–	Pres.	R.C.	93	75	168	61	43	104	51
82	5498	Inishkeen	Kidnaminsha,	v.c.	–	E.C.	R.C.	50	33	83	33	21	54	25
83	5499	Donaghmoyne,	Ashburton,	v.c.	–	E.C.	R.C.	91	85	176	61	52	113	44
84	5500	Do.	Aghnafarcan,	v.c.	–	E.C.	R.C.	87	68	155	47	36	83	37
85	5501	Killany,	Ballymackney,	v.c.	–	E.C.	R.C.	86	51	137	54	33	87	42
86	5502	Iniskeen,	Blackstaff,	v.c.	–	E.C.	R.C.	145	80	225	85	44	129	44
87	5617	Magheross,	Carrickmacross Central Indus.		–	E.C.	R.C.	–	134	134	–	110	110	40
88	5795	Ematris,	Unshinagh,		–	E.C.	Pres.	52	41	93	37	32	69	36
89	5796	Kilmore,	Urcher,		Pres.	–	Pres.	71	43	114	41	25	66	35
90	5797	Clones,	Glear,		R.C.	R.C.	R.C.	36	26	62	36	21	57	31
91	5798	Monaghan,	Castleshane,		–	E.C.	E.C.	51	66	117	28	34	62	32
92	5829	Aghabog,	Tattinclieve,		R.C.	–	R.C.	99	71	170	53	39	92	42
93	5830	Killevan,	Drumhillagh,		–	E.C.	–	45	22	67	34	17	51	23
94	5831	Errigal,	Knockconan, f.		R.C.	–	R.C.	–	89	89	–	56	56	21
95	5975	Kilmore,	Corcaghan, f.		R.C.	–	R.C.	–	95	95	–	64	64	29
96	6027	Aghnamullan,	Raw, f.		–	E.C.	E.C.	–	81	81	–	71	71	24
97	6028	Ematris,	Rockcorry,		–	E.C.	E.C.	62	63	125	40	43	83	45
98	6117	Clontibret,	Doohamlat,		R.C.	–	R.C.	114	–	114	74	–	74	31
99	6240	Aghabog,	Aghadrumkeen,		Pres.	–	Pres.	43	55	98	25	30	55	20
100	6241	Aghnamullan,	Corracharra, m.		–	E.C.	R.C.	98	–	98	59	–	59	18
101	6242	Do.	Do. f.		–	E.C.	R.C.	–	94	94	–	61	61	22
102	6284	Do.	Aghnamullan,		E.C.	–	E.C.	51	34	85	27	20	47	19
103	6365	Muckno,	Drumakill,		–	Pres.	Pres.	58	31	89	40	21	61	32
104	6444	Do.	Moraghy,		–	E.C.	–	35	49	84	28	37	65	32
105	6501	Ballybay,	Shane,		R.C.	–	R.C.	79	30	109	52	20	72	30
106	6584	Aughnamullan,	Ullinagh,		E.C.	–	Pres.	50	37	87	33	20	53	27
107	7629	Do.	Shantonagh,		–	E.C.	Pres.	20	15	35	14	10	24	14
108	6688	Do.	Drumgole,		Pres.	–	Pres.	48	37	85	36	23	59	31
109	6821	Monaghan,	Cormeen,		–	E.C.	Pres.	66	37	103	41	26	67	33
110	6840	Tedavnet,	Urbelshanny,		R.C.	–	R.C.	71	54	125	44	30	74	33
111	6901	Magheracloone,	Moykeeran,		R.C.	–	R.C.	116	–	116	77	–	77	39
112	7064	Ballybay,	Ballybay, f.		R.C.	–	R.C.	–	118	118	–	55	55	31
113	7149	Currin	Drum,		Pres.	–	E.C.	69	47	116	41	28	69	30
114	7308	Tedavnet,	Barratitoppy,		–	E.C.	Pres.	100	36	136	43	15	58	23
115	7380	Muckno,	Erryroe,		–	Pres.	–	36	27	63	29	20	49	23
116	7528	Aghnamullan,	Laggans,		–	E.C.	E.C.	74	62	136	47	35	82	25
117	7529	Aghabog,	Crappagh,		R.C.	–	R.C.	52	34	86	34	23	57	30
118	7558	Monaghan,	Agnaglogh,		R.C.	–	R.C.	43	44	87	27	34	61	28
119	7641	Killevan,	Killygorman,		–	Pres.	Pres.	40	41	81	31	31	62	24
120	7648	Magheracloone,	Moykeeran, f.		R.C.	–	R.C.	–	102	102	–	60	60	24
121	7963	Monaghan,	Rakeeragh,		R.C.	–	R.C.	97	60	157	54	38	92	50
122	8015	Magheross,	Shreenty,		–	E.C.	R.C.	106	72	178	66	44	110	54

[a] Residence free. [b] School closed during December quarter, Attendance taken from Inspector's report.

1863.—Province of Ulster : County of Monaghan—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
16	16	19	10	15	76	10·3	0 15 7	1 17 6	1 10 0	44 0 0	5 19 3	—	5 19 3	
41	27	11	4	–	83	8·7	0 13 8	—	—	18 0 0	1 10 6	—	1 10 6	
42	19	19	11	2	93	8·5	0 6 0	—	—	24 0 0	1 5 6	—	1 5 6	
33	27	20	11	12	103	9·8	3 2 10	1 17 6	1 0 0	61 0 0	13 4 4	—	13 4 4	
56	35	15	12	8	126	8·2	2 13 9	1 17 6	1 10 0	40 13 4	11 6 6	—	11 6 6	
21	27	36	20	13	117	9·8	1 11 5	—	—	47 0 0	7 1 0	—	7 1 0	
39	47	18	11	2	117	10·	0 19 8	—	—	24 0 0	6 9 7	—	6 9 7	
35	15	22	16	3	91	9·9	0 15 3	—	—	24 0 0	2 10 8	—	2 10 8	
25	15	10	6	2	58	8·7	1 8 8	—	—	24 0 0	3 13 8	11 10 0	[a]15 3 8	
29	6	14	11	–	60	10·	0 6 0	—	—	24 0 0	2 16 0	—	2 16 0	
11	21	12	10	–	54	9·4	0 18 3	—	—	18 0 0	5 16 6	—	5 16 6	
24	13	9	15	10	71	10·	3 6 2	—	—	28 0 0	3 19 1	2 0 0	5 19 1	
33	37	21	21	–	112	8·	1 0 9	—	—	44 0 0	2 10 0	—	2 10 0	
36	24	16	11	4	91	9·7	1 17 0	—	—	28 0 0	5 6 4	—	5 6 4	
39	18	21	18	7	103	9·3	0 7 10	—	—	18 0 0	3 18 0	—	3 18 0	
54	61	31	21	11	178	9·6	2 2 4	—	3 0 0	82 3 4	9 1 1	14 0 0	23 1 1	
35	22	20	13	10	100	10·6	0 10 7	1 10 0	—	28 0 0	2 14 0	6 0 0	8 14 0	
17	6	5	3	2	33	9·	0 14 0	—	—	12 10 0	0 14 6	1 10 0	[a]2 4 6	
24	22	18	26	9	99	10·1	1 0 3	—	—	25 0 0	2 5 0	—	2 5 0	
21	17	10	5	–	53	10·6	0 11 8	1 10 0	5 0 0	18 0 0	3 12 2	3 10 0	7 2 2	
50	44	18	13	11	136	9·9	1 0 6	—	3 0 0	56 3 4	4 17 6	—	4 17 6	
17	23	6	8	5	59	9·8	0 13 4	—	—	25 6 8	2 0 0	—	2 0 0	
47	48	20	10	–	125	9·5	1 14 8	—	—	32 0 0	2 11 6	5 0 0	7 11 6	
38	24	11	16	8	97	9·1	1 10 2	—	—	45 0 0	6 16 8	9 0 0	15 16 8	
41	41	6	12	5	105	10·	2 4 2	1 10 0	—	48 0 0	3 4 5	7 12 2	10 16 7	
41	47	23	9	7	127	11·4	1 4 8	—	—	32 0 0	6 6 9	14 0 0	20 6 9	
27	41	15	23	–	106	15·	—	—	—	60 0 0	—	—	—	
20	21	15	16	–	72	9·5	1 4 10	—	—	32 0 0	4 6 0	2 0 0	6 6 0	
21	22	21	9	16	89	10·	1 8 8	—	—	28 0 0	2 10 0	8 10 0	[a]11 0 0	
27	32	–	15	1	75	9·5	1 13 1	—	—	15 0 0	2 0 0	2 0 0	4 0 0	
27	16	13	13	5	74	9·5	2 4 8	—	—	34 3 4	3 10 0	20 0 0	23 10 0	
42	19	23	15	15	114	9·8	1 5 4	—	—	30 6 8	4 19 0	—	4 19 0	
[b] –	–	–	–	–	–	–	1 5 10	—	—	15 0 0	—	—	—	
30	13	13	9	–	65	9·2	0 11 0	—	—	14 0 0	0 15 0	—	0 15 0	
35	17	8	12	3	75	9·6	0 6 10	—	—	26 0 0	3 16 6	—	3 16 6	
26	22	15	9	–	72	11·5	4 2 0	—	—	16 0 0	2 3 6	—	2 3 6	
20	42	6	13	13	94	9·2	3 3 1	—	—	28 0 0	6 3 0	10 0 0	[a]16 3 0	
33	32	10	13	3	91	9·2	0 10 3	—	—	18 0 0	2 16 2	—	2 16 2	
17	13	16	15	–	61	9·1	0 10 9	—	—	17 5 0	0 8 6	—	0 8 6	
21	20	6	10	2	59	10·1	1 3 9	1 10 0	—	18 0 0	0 6 0	—	0 6 0	
24	22	6	4	1	57	9·4	1 0 2	1 10 0	—	20 0 0	0 5 6	—	0 5 6	
13	22	8	4	–	47	9·7	0 16 11	1 9 11	—	24 0 0	1 17 0	3 10 0	[a]5 7 0	
19	19	19	11	–	68	10·5	1 3 3	1 10 0	—	24 0 0	2 19 10	—	2 19 10	
[c] –	–	–	–	–	–	–	—	—	—	—	—	—	—	
27	22	20	1	12	82	10·4	0 15 10	—	—	24 0 0	3 6 7	—	3 6 7	
24	25	10	9	–	68	9·2	0 10 0	—	—	19 10 0	3 15 0	—	3 15 0	
5	6	2	4	6	23	9·5	—	—	—	18 0 0	4 4 7	10 0 0	[a]14 4 7	
22	26	18	9	–	75	9·4	1 2 7	—	—	16 10 0	3 12 10	—	[a]12 10	
37	23	12	9	–	81	10·4	1 2 7	—	—	15 0 0	1 10 0	—	1 10 0	
21	25	23	11	10	90	10·3	1 13 8	—	—	38 0 0	2 19 2	—	2 19 2	
26	16	18	13	9	82	10·5	1 0 3	—	—	32 0 0	1 7 0	1 0 0	[a]2 7 0	
27	17	19	5	3	71	11·	0 11 1	1 10 0	—	20 0 0	2 17 9	—	2 17 9	
38	40	12	12	–	102	9·3	—	1 10 0	—	18 0 0	2 7 4	—	2 7 4	
31	28	18	9	–	86	9·6	1 0 6	—	—	18 0 0	1 6 4	11 0 0	[a]12 6 4	
[b] –	–	–	–	–	–	–	0 7 7	—	—	13 10 0	—	—	—	
32	31	8	7	–	78	9·7	0 10 0	—	—	18 0 0	3 18 6	5 0 0	[a]8 18 6	
29	18	15	5	–	67	9·	0 14 3	1 10 0	—	18 0 0	2 7 9	—	2 7 9	
25	17	14	13	2	71	9·3	1 3 3	—	—	17 5 0	1 6 1	—	1 6 1	
24	20	10	7	7	68	11·2	1 14 6	1 10 0	—	21 0 0	2 9 0	—	2 9 0	
31	13	12	8	–	64	8·4	2 17 10	1 10 0	—	16 0 0	0 5 6	1 0 0	1 5 6	
35	56	15	5	4	115	9·7	2 7 8	—	1 0 0	32 18 4	10 0 11	—	10 0 11	
50	52	17	9	3	131	8·2	2 1 8	—	—	26 6 8	0 12 6	11 0 0	11 12 6	

[c] School in possession of dismissed teacher ; no return of attendance for December quarter. Attendance from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
123	8256	Clontibret, .	Moys, . .		R.C.	–	R.C.	97	69	166	55	33	88	36
124	8275	Lislietrim, .	Lislietrim, . .		R.C.	–	R.C.	62	42	104	38	24	62	25
125	8306	Clones, . .	Clones Parish, .		E.C.	–	E.C.	74	31	105	36	12	48	24
126	8315	Ballybay, . .	Annameece, .		–	Pres.	Pres.	36	18	54	21	12	33	21
127	8327	Donagh, . .	Glannan, No. 2, .		–	Pres.	Pres.	31	32	63	24	20	44	19
128	8328	Killevan, . .	Newbliss, . .		–	E.C.	Pres.	70	54	124	45	35	80	42
129	8443	Clones, . .	Gortnawanny, .		E.C.	–	E.C.	38	19	57	28	13	41	20
130	8454	Clontibret, .	Doohamlet, . f.		R.C.	–	R.C.	–	116	116	–	59	59	25
131	8496	Muckno, . .	Oram, . .		R.C.	–	R.C.	116	71	187	77	43	120	64
132	8732	Aughnamullen,	Mullinagore, .		E.C.	–	E.C.	41	36	77	28	22	50	28
133	8744	Clones, . .	Smithborough, .		Pres.	–	–	[b]–	–	–	–	–	–	–
134	8765	Clontibret, .	Lackagh, . .		R.C.	–	R.C.	110	–	110	64	–	64	31
135	8766	Do. . .	Lemgare, . .		R.C.	–	R.C.	126	73	199	76	44	120	57
136	8808	Do. . .	Drumuck, . .		R.C.	–	R.C.	55	31	86	40	24	64	29
137	8823	Aughnamullen,	Corlea, . .		–	E.C.	Pres.	50	49	99	40	37	77	27
138	8824	Magheracloone,	Ballynagearn, .		–	E.C.	R.C.	126	98	224	93	60	153	56
139	8911	Aughnamullen,	Derrygooney, .		–	E.C.	R.C.	108	73	181	74	44	118	59
140	8923	Tullycorbett, .	Cornanure, . .		E.C.	–	E.C.	78	56	134	47	37	84	43
141	8984	Drumsnat, .	Gortmore, . .		R.C.	–	R.C.	79	41	120	41	30	71	27
142	9076	Aughnamullen,	Annahaia, . .		R.C.	–	R.C.	110	80	190	81	52	133	54
143	9130	Muckno, . .	M'Kelvey's Grove,		Pres.	–	Pres.	44	61	105	27	44	71	37
144	9210	Tullycorbett, .	Tullycorbett, .		E.C.	–	E.C.	37	31	68	21	22	43	24
145	9237	Ballybay, . .	Ballybay, No. 2, .		E.C.	–	E.C.	67	51	118	51	37	88	54
			Total of Ordinary Schools, 145,					9,885	7,539	17,424	6,247	4,682	10,929	4,912
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	7751	Monaghan, .	Monaghan Minor Model, . m.	v.c.	–	Coms. of Nat. Ed.	R.C.	153	–	153	97	–	97	79
2	7752	Do. . .	Do. . f.	v.c.	–	Coms. of Nat. Ed.	Pres.	–	138	138	–	87	87	75
3	7854	Do. . .	Do. . i.	v.c.	–	Coms. of Nat. Ed.	E.C.	43	30	73	26	18	44	35
4	370	Tedavnet, .	Cornagilta, 1st Class Agricultural, .		–	E.C.	E.C.	74	66	140	47	48	95	57
5	4885	Donaghmoyne, .	Bath do. . .	v.c.	–	E.C.	R.C.	4	–	4	2	–	2	2
6	359	Monaghan, .	Monaghan Conv. f.		R.C.	–	R.C.	80	185	265	32	120	152	89
7	3388	Do. . .	Monaghan Workho.		–	Poor Law Guardians.	Pres.	60	46	106	35	28	63	50
8	3668	Magheracross, .	Carrickmacross do.		–	Poor Law Guardians.	R.C.	24	29	53	18	23	41	34
9	7812	Clones, . .	Clones do.		–	Poor Law Guardians.	E.C.	40	44	84	21	21	42	41
10	7884	Muckno, . .	Castleblayney do.		–	Poor Law Guardians.	E.C.	64	62	126	29	28	57	48
			Total of Special Schools, 10, .					542	600	1,142	307	373	680	510
			Grand Total for Co. Monaghan, 155,					10,427	8,139	18,566	6,554	5,055	11,609	5,422

[a] Residence free. [b] No return of attendance. A dismissed teacher in possession.

863.—Province of Ulster : County of Monaghan—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
53	22	12	15	–	102	8·	1 9 7	—	—	18 0 0	2 19 4	—	2 19 4	
19	24	16	8	3	70	9·3	0 11 3	1 10 0	1 0 0	24 0 0	1 5 0	—	1 5 0	
37	12	11	5	1	66	8·	0 10 0	1 10 0	—	27 0 0	3 0 0	2 0 0	5 0 0	
8	10	2	4	9	33	9·2	2 0 11	1 10 0	1 10 0	24 0 0	24 0 0	—	24 0 0	
12	16	8	8	5	49	8·5	1 5 1	—	—	18 0 0	2 19 6	5 0 0	7 19 6	
31	27	23	10	3	94	10·	2 15 8	1 17 6	—	32 0 0	8 5 4	10 0 0	18 5 4	
13	18	6	8	5	50	10·5	—	1 10 0	—	15 0 0	3 10 0	4 0 0	7 10 0	
34	20	17	6	–	77	8·4	0 8 7	1 10 0	—	20 0 0	3 2 3	—	3 2 3	
42	53	22	19	22	158	10·8	3 1 10	—	2 0 0	56 10 0	9 8 0	—	9 8 0	
11	23	7	4	9	54	9·5	0 17 1	—	—	18 0 0	3 19 10	12 0 0	15 19 10	
–	–	–	–	–	–		0 15 9	—	—	2 10 0	—	—	—	
40	22	14	12	4	92	10·9	1 19 0	—	—	20 10 0	3 2 6	1 10 0	4 12 6	
70	39	23	9	5	146	9·3	1 11 10	—	—	33 0 0	6 16 2	—	6 16 2	
23	24	17	11	–	75	10·1	0 15 3	—	—	20 5 0	2 7 6	—	2 7 6	
24	25	17	12	3	81	10·2	0 18 3	—	—	20 0 0	1 10 7	—	1 10 7	
48	61	30	11	11	161	9·5	2 10 0	—	—	34 1 8	1 13 10	12 5 6	13 19 4	
47	22	27	38	6	140	10·2	5 6 11	—	—	35 1 8	4 15 1	—	4 15 1	
50	24	16	16	–	106	9·1	2 8 6	—	—	15 0 0	8 0 0	—	8 0 0	
27	28	26	14	–	95	10·2	0 15 8	—	—	24 0 0	1 0 0	—	1 0 0	
57	52	23	18	4	154	8·9	1 7 1	4 10 0	—	17 18 4	5 7 8	—	5 7 8	
49	25	18	6	2	100	9·1	0 18 8	4 10 0	—	9 6 8	0 14 0	12 0 0	12 14 0	
20	11	12	5	–	48	8·3	0 10 3	4 0 0	—	5 0 0	0 7 0	3 0 0	3 7 0	
*	–	–	–	–	–		—	4 10 0	—	—	5 0 0	20 0 0	25 0 0	
4,491	3,581	2,110	1,614	630	12, 26		177 15 0	67 7 5	49 0 0	3,782 6 1	522 9 2	274 3 8	796 12 10	
1	13	46	19	24	103	12·	20 16 6	2 17 9	—	} 450 8 5	91 19 9	—	91 19 9	
–	22	31	23	19	95	11·8	4 12 8	—	—					
23	13	10	–	–	46	5·2	—	0 1 0	—					
30	21	11	10	20	92	9·	9 18 7	0 19 0	3 0 0	84 11 8	4 0 0	12 0 0	16 0 0	
–	–	–	–	3	3	18·	—	—	—	30 0 0	—	—	—	
114	29	13	14	7	177	9·7	12 10 6	12 1 11	4 0 0	36 0 0	3 0 0	—	3 0 0	
31	10	16	14	–	71	9·	3 3 11	—	9 10 0	—	—	—	—	
13	8	13	3	1	38	9·3	1 13 2	—	—	—	—	—	—	
44	11	6	1	–	62	4·5	0 5 9	1 10 0	—	—	—	—	—	
34	16	5	5	–	60	9·3	2 0 3	—	2 10 0	—	—	—	—	
290	143	151	89	74	747		55 1 4	17 9 8	19 0 0	601 0 1	98 19 9	12 0 0	110 19 9	
4,781	3,724	2,261	1,703	704	13,173		232 16 4	84 17 1	68 0 0	4,383 6 2	621 8 11	286 3 8	907 12 7	

* New school; children not yet classified.

I.—List of Schools in operation on the 31st December,

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	376	Ardstraw, West,	Lisnascreagh, .		–	R.C.	R.C.	38	35	73	30	29	59	24
2	378	Aughaloo, .	Showerflood, .		Pres.	–	Pres.	54	51	105	34	34	68	31
3	380	Do. . .	Rehaghy, . .		–	E.C.	Pres.	92	44	136	42	17	59	22
4	388	Cappagh, . .	Killyclogher, m.	V.T.	R.C.	–	R.C.	105	–	105	48	–	48	23
5	389	Do. . .	Tattuhanaught, .	V.T.	R.C.	–	R.C.	80	45	125	57	32	89	50
6	390	Do. . .	Carrigans, Lower,	V.T.	R.C.	–	R.C.	30	37	67	25	24	49	23
7	391	Do. . .	Beltony, . .	V.T.	R.C.	–	R.C.	52	76	128	46	66	112	37
8	394	Clogher, . .	Fivemiletown, m.		–	E.C.	E.C.	100	–	100	76	–	76	45
9	395	Do. . .	Do. . . f.		–	E.C	E.C.	–	81	81	–	57	57	36
10	396	Clonoe, . .	Aughnamullen, .		R.C.	–	R.C.	92	98	190	43	49	92	37
11	397	Comber, Upper,	Stranagalwilly, .		R.C.	–	R.C.	84	55	139	44	31	75	33
12	398	Camus, . .	Strabane, . .		R C.	–	R.C.	62	87	149	39	60	99	78
13	401	Donagheady, .	Tattymoyle, .		R.C.	–	R.C.	70	60	130	41	35	76	43
14	403	Do. . .	Attaghmore, .	V.T.	–	Pres.	R.C.	54	29	83	36	22	58	34
15	404	Donaghendry, .	Shankey, . day,		Pres.	–	Pres.	58	35	93	37	20	57	26
		Do. . .	Do. . . evg.		–	–	–	29	11	40	17	3	20	11
16	407	Derryloran, .	Gortalowrey, .		R.C.	–	R.C.	93	52	145	56	26	82	34
17	410	Drumglass, .	Dungannon, m.		R.C.	–	R.C.	199	–	199	107	–	107	50
18	411	Do. . .	Do. . . f.		R.C.	–	R.C.	–	124	124	–	84	84	42
19	413	Dromore, . .	Tummery, . m.		R.C.	–	R.C.	59	48	107	35	26	61	30
20	414	Errigal Keerogue,	Gort, . . .		R.C.	–	R.C.	76	41	117	47	25	72	33
21	415	Do. . .	Glencull, . m.	V.T.	R.C.	–	R.C.	50	–	50	35	–	35	15
22	416	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	54	54	–	29	29	13
23	417	Donacavey, .	Corryglass, . .	V.T.	E.C.	–	R.C.	50	44	94	28	28	56	29
24	419	Kildress, . .	Dunamore, . .	V.T.	R.C.	–	R.C.	146	103	249	61	46	107	37
25	420	Do. . .	Killeenan, . .		E.C.	–	R.C.	86	54	140	46	30	76	38
26	421	Do. . .	Glenarney, . .		E.C.	–	R.C.	109	52	161	67	36	103	51
27	422	Do. . .	Corvanaghan, .		Pres.	–	Pres.	72	39	111	47	26	73	33
28	424	Leckpatrick, .	Cloughcorr, m.		R.C.	–	R.C.	125	–	125	71	–	71	30
29	426	Pomeroy, . .	Pomeroy, . m.		R.C.	–	R.C.	124	–	124	81	–	81	30
30	428	Skirts of Urney,	Ganvaghan, .		E.C.	–	R.C.	49	47	96	39	40	79	38
31	430	Do. . .	Kilcleen, . .		E.C.	–	Pres.	64	39	103	42	19	61	29
32	433	Termonamonaghan,	Altamullen, .		Pres.	–	Pres.	46	33	79	27	25	52	30
33	434	Do. . .	Magherakeel, .		E.C.	–	R.C.	43	42	85	26	27	53	31
34	436	Do. . .	Aghnahoe, . .	B.	E.C.	–	Pres.	72	31	103	49	27	76	39
35	437	Termonmaguirk,	Aughiogan, . .	V.T.	R.C.	–	R.C.	154	108	262	67	43	110	50
36	438	Do. . .	Creggan, . .		R.C.	–	R.C.	70	60	130	40	31	71	31
37	1142	Pomeroy, . .	Altmore, . m.	A.	–	R.C.	R.C.	108	–	108	67	–	67	29
38	1185	Tullyniskan, .	Edendork, . .		R.C.	–	R.C.	107	102	209	55	53	108	41
39	1192	Aughaloo, .	Mullnahorne,[b] .	V.T.	–	–	–	–	–	–	–	–	–	–
40	1193	Termonamonaghan,	Carracoghan, .	A.	R.C.	–	R.C.	46	24	70	30	16	46	28
41	1194	Lissan, . .	Crievagh, . .		–	E.C.	R.C.	61	63	124	35	36	71	33
42	1257	Ardstraw, East,	Newtownstewart, m.	V.T.	R.C.	–	R.C.	141	82	223	70	65	135	69
43	1261	Dromore, . .	Corboley, . . .		R.C.	–	R.C.	58	44	102	50	42	92	40
44	1262	Termonmaguirk,	Tanderagee, .	A.	R.C.	–	R.C.	75	46	121	42	29	71	31
45	1376	Kildress, . .	Stramacklemartin,	V.T.	R.C.	–	R.C.	117	93	210	47	36	83	36
46	1377	Ardstraw, West,	Tullymuck, . .	A.	–	R.C.	R.C.	60	45	105	43	30	73	38
47	1378	Donaghmore, .	Aughnagar, . .	V.T.	R.C.	–	R.C.	86	76	162	62	54	116	43
48	1379	Donacavey, .	Legamaghery, .	V.T.	–	R.C.	R.C.	64	56	120	39	36	75	43
49	1380	Termonamonaghan,	Laght, . .	A.	R.C.	–	R.C.	71	38	109	48	28	76	38
50	1381	Urney, . .	Rabstown, . .	B.	R.C.	–	R.C.	87	51	138	55	39	94	58
51	1382	Errigal Keerogue,	Barogan, . .	V.T.	–	E.C.	R.C.	73	51	124	50	37	87	33
52	1490	Pomeroy, .	Altmore, . f.	A.	–	R.C.	R.C.	–	87	87	–	60	60	31
53	1624	Donaghedy, .	Blackfort, . m.	A.	–	Pres.	E.C.	35	16	51	28	14	42	23
54	1889	Do. . .	Donaghedy, .	A.	–	Pres.	Diss.	45	45	90	32	38	70	39
55	1891	Leckpatrick, .	Clogheor, . f.		R.C.	–	R.C.	–	119	119	–	69	69	26
56	1939	Donacavey, .	Fintona, . m.		R.C.	–	R.C.	69	64	133	40	34	74	38
57	2001	Longfield, East,	Drumnaforbe, .		–	R.C.	R.C.	60	32	92	38	21	59	31
58	2062	Donaghmore, .	Donaghmore, .		R.C.	–	R.C.	96	–	96	49	–	49	25
59	2063	Pomeroy, . .	Coolmaghery, .	V.T.	R.C.	–	R.C.	63	65	128	38	40	78	38
60	2254	Donaghenry, .	Brickaville, . m.	V.T.	R.C.	–	R.C.	143	–	143	104	–	104	54
61	2255	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	139	139	–	85	85	39

[a] Residence free.

31st December, 1863.—Province of Ulster—*continued.*

TYRONE—302 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
21	14	12	6	4	57	10·8	—	—	—	18 0 0	1 10 0	—	1 10 0
32	15	23	6	3	79	8·8	0 18 3	—	1 0 0	41 1 8	5 9 8	—	5 9 8
26	24	5	8	–	63	10·	—	—	—	18 0 0	6 8 4	15 0 0	[a]21 8 4
35	17	10	10	3	75	10·6	0 10 9	1 10 0	—	13 15 0	1 12 3	—	1 12 3
29	30	14	13	17	103	10·	2 3 3	1 10 0	2 0 0	88 10 0	2 6 6	—	2 6 6
15	17	9	9	4	54	9·5	1 10 3	—	—	24 6 8	2 12 11	—	2 12 11
35	22	33	30	6	126	10·6	0 5 9	—	—	38 0 0	1 0 0	—	1 0 0
30	25	12	8	11	86	10·	1 3 2	—	—	30 18 4	5 17 8	5 0 0	[a]10 17 8
17	18	14	3	9	61	9·8	—	—	—	39 16 8	2 6 7	5 0 0	7 6 7
67	29	10	16	2	124	8·3	2 10 1	—	—	27 13 4	2 19 7	—	2 19 7
37	58	10	3	–	108	9·	0 14 9	—	—	18 0 0	1 12 0	2 0 0	3 12 0
37	25	19	15	7	103	9·3	1 3 4	—	—	53 10 0	8 1 7	—	[a]8 1 7
38	25	19	14	7	103	8·8	1 5 10	—	—	38 0 0	—	—	—
26	21	11	7	6	71	10·	0 13 0	—	4 0 0	29 13 4	2 4 0	—	2 4 0
19	8	21	7	2	57	9·5	1 16 0	—	—	22 11 8	3 7 10	—	3 7 10
–	–	–	25	–	25	13·5	—	—	—	5 0 0	0 10 6	—	0 10 6
53	21	–	9	4	87	8·7	—	—	—	15 0 0	2 17 5	—	[a]2 17 5
63	42	17	14	1	137	8·6	1 17 11	—	1 10 0	45 10 0	2 18 11	9 1 1	12 0 0
59	19	3	10	1	92	8·1	1 2 9	—	1 10 0	36 0 0	2 7 3	7 12 9	10 0 0
27	5	19	9	12	72	10·6	0 11 4	—	—	24 0 0	1 19 6	—	1 19 6
34	17	23	7	4	85	9·9	0 16 10	—	2 0 0	48 10 0	1 10 0	—	1 10 0
18	17	3	3	–	41	8·3	—	—	1 0 0	24 0 0	2 14 8	—	2 14 8
16	20	3	2	1	42	9·	0 10 0	—	—	20 0 0	1 3 3	—	1 3 3
38	17	6	8	–	69	9·6	2 0 4	—	—	23 0 0	0 7 6	—	[a]0 7 6
57	62	34	12	–	165	9·7	0 13 1	—	—	18 0 0	4 4 5	2 0 0	6 4 5
54	18	3	13	–	88	8·4	0 13 3	—	—	24 10 0	2 0 0	—	2 0 0
34	29	24	23	26	136	9·3	0 19 5	—	—	18 0 0	6 14 4	3 0 0	9 14 4
18	17	14	16	2	67	9·8	1 1 0	—	—	20 15 0	6 0 2	—	6 0 2
33	16	9	15	11	84	10·3	0 13 9	—	2 10 0	34 18 4	3 12 10	—	[a]3 12 10
42	27	6	8	2	85	7·7	0 15 2	—	—	20 6 8	1 2 10	—	1 2 10
36	24	6	15	–	81	11·	0 11 0	—	—	18 0 0	6 14 0	—	6 14 0
38	16	11	4	3	72	10·6	1 0 0	—	—	15 0 0	3 11 6	4 0 0	7 11 6
27	10	17	11	8	73	9·8	1 2 10	1 10 0	—	18 0 0	4 0 0	—	4 0 0
30	11	10	13	2	66	13·7	0 12 5	—	—	14 10 0	0 12 3	1 1 0	1 13 3
25	27	14	13	13	92	9·2	2 14 3	—	—	36 15 0	9 19 6	4 0 0	13 19 6
88	21	11	4	8	132	8·	1 15 3	—	1 0 0	39 0 0	3 5 6	—	3 5 6
57	23	7	4	2	93	9·2	0 12 0	—	—	21 15 0	3 14 6	—	3 14 6
36	19	5	4	6	70	10·	—	1 10 0	—	18 0 0	1 15 6	—	1 15 6
72	42	16	13	–	143	7·8	1 15 7	—	—	24 6 8	7 13 4	—	7 13 4
–	–	–	–	–	–	–	—	—	—	—	—	—	—
17	10	8	13	5	53	10·6	0 6 9	—	—	15 0 0	1 7 6	—	1 7 6
33	24	9	9	1	76	9·5	0 14 6	—	—	34 0 0	3 0 5	1 0 0	[a]4 0 5
66	39	16	15	3	139	9·3	1 12 4	—	—	50 3 4	5 14 7	—	5 14 7
52	18	11	11	9	101	8·6	0 10 4	—	—	19 10 0	1 16 9	4 0 0	5 16 9
34	39	8	5	3	89	10·1	0 18 0	—	—	20 15 0	3 11 0	—	3 11 0
26	26	16	32	–	100	10·	1 0 0	—	—	18 0 0	0 18 4	2 0 0	2 18 4
20	21	13	24	9	87	11·4	0 12 3	—	—	42 0 0	3 11 6	—	3 11 6
57	43	15	17	5	137	10·3	0 15 0	—	—	38 0 0	4 8 0	—	4 8 0
47	24	16	5	1	93	8·9	1 0 6	—	—	42 0 0	5 0 6	—	5 0 6
60	37	1	7	4	109	10·5	1 6 0	3 18 0	—	25 15 0	1 1 6	4 0 0	5 1 6
36	46	17	7	8	114	13·5	2 13 7	—	—	34 15 0	19 7 6	—	19 7 6
32	39	20	12	4	107	10·	0 15 3	—	—	35 0 0	3 8 5	—	3 8 5
23	20	16	7	4	70	9·6	—	—	—	16 0 0	4 12 1	—	4 12 1
10	15	11	6	2	44	9·8	0 15 0	—	—	26 5 0	1 17 0	—	1 17 0
30	17	11	8	15	81	10·	1 0 2	—	1 10 0	40 15 0	5 6 0	1 0 0	6 6 0
33	13	20	12	10	88	9·5	—	—	1 10 6	16 0 0	3 0 4	—	3 0 4
34	27	30	14	5	110	9·2	—	—	—	53 0 0	0 15 0	—	0 15 0
23	15	14	11	7	70	9·8	0 6 0	—	—	24 0 0	4 9 1	—	4 9 1
17	12	12	11	6	58	11·	1 13 4	—	—	32 11 8	4 5 9	—	4 5 9
19	37	12	18	–	86	9·7	1 6 2	—	—	37 0 0	3 4 3	3 0 0	6 4 3
43	40	–	16	6	105	8·8	3 6 7	—	0 15 0	27 1 8	8 17 4	—	8 17 4
37	22	17	8	5	89	9·2	—	—	—	22 15 0	4 13 6	—	4 13 6

[b] Inoperative.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
62	2316	Dromore, . .	Dromore, . m.		R.C.	–	R.C.	77	–	77	56	–	56	35
63	2320	Pomeroy, . .	Lisnagleer, . .		–	E.C.	E.C.	103	48	151	56	32	88	45
64	2410	Lissan, . .	Broughderg, .	V.T.	R.C.	–	R.C.	51	40	91	29	20	49	24
65	2411	Donaghedy, .	Dooratt, . .	V.T.	R.C.	–	R.C.	47	39	86	36	29	65	28
66	2412	Clonoe, . .	Mountjoy, . .	B.	R.C.	–	R.C.	99	54	153	55	28	83	42
67	2436	Donaghendry, .	Stewartstown, .	V.T.B.	R.C.	–	R.C.	95	68	163	52	35	87	49
68	2456	Donacavey, .	Blackfort, . f.	A.	–	Pres.	R.C.	45	49	94	26	36	62	23
69	2487	Donagheary, .	Skelga, . .		–	Pres.	R.C.	46	29	75	33	24	57	27
70	2489	Clonfeacle, .	Roan, . . m.	B.	R.C.	–	R.C.	126	–	126	71	–	71	33
71	2490	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	122	122	–	79	79	29
72	2529	Drumragh, .	Ballynahatty, .		Pres.	–	Pres.	68	43	111	36	22	58	32
73	2736	Cappagh, . .	Calkill, . .		Pres.	–	Pres.	41	35	76	26	26	52	34
74	2737	Ardstraw, . .	Tiveny, . .		Pres.	–	R.C.	81	60	141	43	35	78	39
75	2781	Termonamonaghan,	Maghernageerah,	A.	Pres.	–	Pres.	120	39	159	62	25	87	59
76	2782	Camus, . .	Camus, . .	V.T.	R.C.	–	R.C.	82	50	132	57	40	97	56
77	2783	Do. . .	Derrygalt, . .	V.T.	R.C.	–	R.C.	52	40	92	28	27	55	27
78	2784	Pomeroy, . .	Claggin, . .	V.T.	Pres.	–	Pres.	41	20	61	28	14	42	23
79	2785	Kilskeery, .	Crossan, . .	A.	–	Diss.	E.C.	58	30	88	32	19	51	21
80	2786	Killyman, .	Cavan, or Killyman,	B.	R.C.	–	R.C.	58	32	90	37	19	56	30
81	2787	Kildress, . .	Gortnacladdy, .	V.T.	–	Diss.	R.C.	99	55	154	51	25	76	25
82	2846	Termonmaguirk,	Trummogue, .		R.C.	–	R.C.	82	35	117	36	27	63	35
83	2882	Donaghmore, .	Tullyallen, . .	V.T.	R.C.	–	R.C.	61	54	115	42	30	72	26
84	2954	Errigal Keerogue,	Ballygawley, No. 1,		R.C.	–	R.C.	73	65	138	45	41	86	40
85	3046	Clogher . .	Sciencien, . .		R.C.	–	R.C.	113	47	160	62	29	91	39
86	3103	Do. . .	Kilbeg, . .		–	Pres.	E.C.	41	32	73	27	19	46	23
87	3126	Dromore, .	Curley, . .	V.T.	–	Pres.	R.C.	34	27	61	28	22	50	24
88	3148	Longfield, East,	Garveyhullion, .	V.T.	–	R.C.	R.C.	47	31	78	31	21	52	26
89	3276	Kilskeery, .	Feglish, . m.	A.	–	E.C.	R.C.	43	33	76	21	14	35	15
90	3345	Cappagh, . .	Reylagh, . .	A.	–	Pres.	E.C.	45	39	84	32	27	59	40
91	3463	Do. . .	Belnatibbert, .	V.T.	R.C.	–	R.C.	60	58	118	45	43	88	37
92	3477	Kilskeery, .	Trillick, . m.		R.C.	–	R.C.	77	36	113	42	21	63	31
93	3497	Donacavey, .	Fintona, . f.		Pres.	–	E.C.	49	65	114	23	44	67	30
94	3511	Dromore, . .	Aghnamoe, . .	V.T.	R.C.	–	R.C.	108	51	159	73	31	104	60
95	3512	Drumragh, .	Cavanacaw, . .		–	Pres.	R.C.	62	39	101	45	23	68	37
96	3536	Aughaloe, .	Caledon, . .		Pres.	–	Pres.	79	54	133	70	47	117	48
97	3579	Clogher, . .	Findermore, f.		–	Pres.	Pres.	31	55	86	21	29	50	28
98	3587	Clogherney, .	Beragh, . .		–	Pres.	R.C.	99	–	99	61	–	61	33
99	3597	Ardstraw, East,	Killymore, . .		Pres.	–	Pres.	44	24	68	27	18	45	24
100	3623	Donacavey, .	Lisnacrieve, .		Pres	–	Pres.	47	42	89	28	29	57	35
101	3678	Kilskeery, .	Drumharvey, .		R.C.	–	R.C.	40	46	86	28	27	55	30
102	3713	Do. . .	Stranagomer, .		R.C.	–	R.C.	43	41	84	27	24	51	25
103	3734	Clogher, . .	Carntall, . .		Pres.	–	Pres.	53	34	87	29	18	47	27
104	3799	Lissan, . .	Unagh, . day,		Pres.	–	Pres.	76	52	128	41	25	66	32
			Do. . . evg.		–	–	–	77	13	90	34	6	40	21
105	3802	Barr, . .	Meenagar, . .		R.C.	–	R.C.	34	43	77	25	27	52	30
106	3804	Clogherney, .	Seskinore, . .		R.C.	–	R.C.	76	41	117	44	21	65	33
107	3846	Arboe, . .	Albany, . .		Pres.	–	Pres.	63	30	93	37	18	55	23
108	3926	Bodoney, Upper,	Legcloghfin, m.	V.T.	–	R.C.	R.C.	80	–	80	48	–	48	21
109	3927	Do. . .	Do. . . f.	V.T.	–	R.C.	R.C.	–	68	68	–	45	45	20
110	3972	Donaghedy, .	Upper Belix, .	V.C.	–	R.C.	R.C.	58	34	92	33	21	54	27
111	3988	Longfield, West,	Dooish, . f.	V.C.	Pres.	–	Pres	–	66	66	–	43	43	28
112	4150	Desertcreat, .	Rock, . . .		R.C.	–	R.C.	93	77	170	47	43	90	46
113	4151	Arboe, . .	Mullnahoe, . m.		R.C.	–	R.C.	109	–	109	64	–	64	27
114	4218	Longfield, West,	Dooish, day, m.	V.C.	R.C.	–	R.C.	66	–	66	39	–	39	16
			Do. . . evg.		–	–	–	37	–	37	23	–	23	12
115	4294	Dromore, .	Dromore, . f.		R.C.	–	R.C.	–	75	75	–	58	58	35
116	4300	Drumragh, .	Tattysallagh, .		R.C.	–	R.C.	51	38	89	27	24	51	26
117	4301	Clogherney, .	Beragh, . f.		–	Pres.	R.C.	–	90	90	–	65	65	30
118	4302	Cappagh, .	Killyclogher, f.		R.C.	–	R.C.	–	98	98	–	48	48	24
119	4381	Do. . .	Castletown, . .		Pres.	–	R.C.	36	35	71	31	30	61	32
120	4383	Kilskeery, .	Killyblunag, .		R.C.	–	R.C.	66	54	120	41	24	65	36
121	4553	Do. . .	Stralongford, .		R.C.	–	R.C.	40	33	73	27	22	49	25
122	4554	Clogher, . .	Kilnahushogue, .		–	E.C.	R.C.	85	77	162	60	45	105	52

[a] Residence free.

1863.—Province of Ulster: County of Tyrone—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
23	15	13	10	4	65	9·	1 19 3	—	—	42 11 8	3 16 1	—	3 16 1	
40	28	19	18	6	111	9·7	1 1 11	—	1 0 0	36 13 4	7 8 9	—	[a]7 8 9	
19	16	–	14	–	49	11·5	0 6 0	—	—	24 0 0	—	—	—	
39	24	13	5	2	83	9·4	0 10 7	—	—	26 0 0	0 12 0	—	0 12 0	
41	27	–	18	9	95	9·1	1 2 0	—	1 0 0	46 15 0	3 0 6	—	3 0 6	
42	31	10	10	–	93	8·5	1 0 9	—	0 15 0	31 10 0	7 5 3	—	7 5 3	
30	18	8	14	3	73	9·3	0 17 0	—	—	20 0 0	1 5 6	—	1 5 6	
25	21	8	10	9	73	10·	1 0 0	—	—	27 0 0	1 16 6	—	1 16 6	
31	29	11	15	4	90	9·5	0 10 3	—	—	18 0 0	7 9 8	—	7 9 8	
44	27	14	8	5	98	11·3	0 11 3	—	—	16 0 0	3 10 9	—	3 10 9	
24	33	8	8	2	75	9·9	1 0 0	—	—	21 2 6	3 5 3	—	3 5 3	
17	8	12	6	9	52	10·9	1 5 10	—	—	38 0 0	2 12 6	—	2 12 6	
30	30	12	15	9	96	9·6	—	—	—	18 0 0	3 11 10	—	3 11 10	
50	23	17	12	21	123	10·3	1 14 3	—	3 10 0	53 13 4	2 11 8	2 2 0	4 13 8	
68	20	6	4	2	101	9·6	3 11 4	—	—	40 18 4	8 19 5	—	8 19 5	
31	18	17	3	–	69	8·7	—	—	—	15 0 0	3 0 8	0 10 0	3 10 8	
15	12	17	3	3	50	10·	1 12 9	—	2 0 0	37 0 0	3 9 11	—	[a]3 9 11	
36	18	7	6	–	67	9·	0 17 9	0 19 0	—	24 0 0	1 3 0	—	1 3 0	
32	23	3	6	–	64	8·5	—	—	—	32 0 0	2 17 11	—	2 17 11	
68	30	6	3	1	108	10·2	0 11 6	—	—	7 10 0	8 9 2	1 0 0	[a]9 9 2	
40	30	–	9	7	86	8·3	0 12 0	—	—	33 8 4	—	—	—	
40	30	8	16	–	94	9·8	0 18 11	—	—	21 17 6	1 9 0	—	1 9 0	
31	39	13	9	–	92	9·9	1 3 3	—	—	28 0 0	3 19 0	—	3 19 0	
42	26	17	23	15	123	10·1	—	—	—	38 0 0	5 13 3	—	5 13 3	
22	15	–	14	–	51	9·2	0 8 7	—	—	18 0 0	3 8 6	—	3 8 6	
16	11	10	10	5	52	9·6	1 0 6	—	—	32 0 0	4 3 6	—	4 3 6	
22	8	13	13	3	59	9·9	0 11 1	—	2 0 0	24 0 0	2 4 0	—	2 4 0	
29	18	4	5	1	57	9·8	0 10 3	1 10 0	—	19 10 0	0 7 6	—	0 7 6	
23	11	7	4	20	65	10·7	0 10 0	—	4 0 0	36 0 0	1 6 0	—	1 6 0	
28	26	28	13	9	104	11·	1 19 0	—	4 0 0	28 0 0	1 13 6	—	1 13 6	
30	29	20	6	–	85	8·7	0 15 11	—	—	32 5 0	0 18 6	—	0 18 6	
33	18	18	9	–	78	8·7	0 10 7	—	—	17 0 0	0 16 8	—	0 16 8	
55	24	28	14	14	135	9·1	0 10 0	1 17 6	2 10 0	38 0 0	7 0 0	—	7 0 0	
20	20	13	12	16	81	10·9	0 10 0	—	—	32 0 0	8 0 0	—	8 0 0	
70	26	19	9	9	133	10·	—	3 7 6	—	20 5 0	9 15 3	—	9 15 3	
33	7	13	3	3	59	7·7	—	—	—	26 0 0	1 18 6	—	1 18 6	
29	13	11	10	6	69	9·2	0 17 0	—	1 0 0	26 5 0	4 7 6	—	4 7 6	
19	25	8	3	–	55	9·2	0 15 6	—	—	18 0 0	4 10 0	—	4 10 0	
32	23	14	6	7	82	9·4	3 18 2	—	—	36 0 0	3 8 3	—	[a]3 8 3	
30	20	15	8	–	73	8·5	0 16 9	—	—	31 0 0	0 17 2	—	0 17 2	
28	15	19	7	3	72	9·4	—	—	—	32 0 0	0 9 8	—	0 9 8	
28	10	14	3	–	55	10·	0 12 9	—	—	28 0 0	3 8 6	—	3 8 6	
42	21	17	6	–	86	8·8	1 1 10	—	—	29 0 0	3 15 0	—	3 15 0	
3	5	25	17	–	50	17·2	—	—	—	—	1 11 9	—	1 11 9	
29	15	6	7	2	59	8·5	—	—	—	32 16 8	2 10 0	—	2 10 0	
35	30	13	11	8	97	10·7	2 19 3	—	—	46 0 0	2 14 0	—	2 14 0	
37	16	7	7	3	70	10·	0 17 4	—	—	23 0 0	2 14 0	—	[a]2 14 0	
20	12	16	12	5	65	12·	—	—	—	24 0 0	0 10 6	0 1 6	0 12 0	
22	7	7	10	–	46	10·	—	—	—	24 0 0	0 6 0	—	0 6 0	
24	21	10	8	6	69	9·2	0 12 2	—	—	24 0 0	2 0 0	—	2 0 0	
16	15	8	6	–	45	8·4	0 10 0	—	—	20 0 0	1 16 6	—	1 16 6	
44	29	19	7	6	105	11·8	0 11 3	1 17 6	—	29 13 4	6 6 9	—	6 6 9	
26	19	16	9	3	73	9·5	0 15 0	1 10 0	—	17 10 0	0 16 6	—	0 16 6	
29	12	7	–	–	48	8·4	0 4 9	—	—	18 0 0	—	—	—	
–	10	19	–	–	29	17·1	—	—	—	3 15 0	—	—	—	
23	18	15	2	2	60	7·8	1 5 0	—	—	26 0 0	2 10 1	—	2 10 1	
22	23	13	16	6	80	9·7	0 6 0	—	—	18 0 0	3 0 0	—	3 0 0	
25	18	10	9	8	70	9·4	0 12 1	—	1 0 0	40 0 0	1 10 6	—	1 10 6	
30	11	8	9	4	62	9·	2 12 5	—	—	30 0 0	1 9 6	—	1 9 6	
26	6	9	8	12	61	9·2	—	—	—	32 0 0	4 0 0	—	4 0 0	
36	26	12	8	6	88	8·7	—	—	—	24 0 0	0 7 6	—	0 7 6	
16	18	10	13	–	57	7·3	—	—	—	18 0 0	1 10 0	—	1 10 0	
47	38	28	5	8	126	10·4	2 7 1	—	1 0 0	64 13 4	9 15 0	—	9 15 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females.	Total.	
123	4585	Tamlaght,	Aughavey,		Pres.	–	Pres.	35	43	78	23	31	54	30
124	4609	Ardstraw,	Altloghal,		Pres.	–	Pres.	38	38	76	36	29	65	34
125	4643	Dromore,	Tattycorr,		R.C.	–	R.C.	46	41	87	40	32	72	32
126	4644	Bodoney, Lower,	Aghnamerigan,		–	R.C.	R.C.	57	43	100	48	36	84	51
127	4677	Termonmaguirk,	Sixmilecross, m.		Pres.	–	Pres.	73	22	95	45	14	59	26
128	4678	Drumragh,	Cornabrackan,		R.C.	–	R.C.	47	47	94	21	23	44	22
129	4679	Termonamonaghan,	Lisnacloon, f.		E.C.	–	E.C.	50	70	120	38	53	91	34
130	4698	Bodoney, Upper,	Minachrane,		–	Pres.	R.C.	63	43	106	40	36	76	32
131	4719	Clogher,	Aughadarragh,		–	E.C.	R.C.	86	77	163	53	48	101	45
132	4749	Drumragh,	Aughee,	v.c.	–	Pres.	R.C.	42	22	64	24	15	39	25
133	4750	Clogher,	Ballyscally,	v.c.	–	Pres.	R.C.	61	39	100	33	24	57	26
134	4888	Termonamonaghan,	Scraghy,	v.c.	–	R.C. / Pres.	R.C.	54	45	99	36	28	64	28
135	4926	Derryloran,	Drumcraw,	v.c.	Pres.	–	Pres.	58	41	99	36	23	59	23
136	4947	Clogherney,	Dervaghroy,		Pres.	–	E.C.	29	41	70	17	25	42	22
137	5014	Pomeroy,	Galbally,		R.C.	–	R.C.	96	41	137	64	28	92	45
138	5026	Bodoney, Lower,	Greencastle, in.		R.C.	–	R.C.	182	–	182	84	–	84	33
139	5027	Do.	Do. f.		R.C.	–	R.C.	–	148	148	–	73	73	43
140	5028	Ballyclog,	Brigh,		Pres.	–	Pres.	79	43	122	36	20	56	29
141	5048	Dromore,	Mullaghbane,	v.c.	Pres.	–	Pres.	42	36	78	30	23	53	28
142	5051	Kilskeery,	Knocknagor,		R.C.	–	R.C	36	35	71	27	28	55	29
143	5066	Carnteel,	Aughnacloy,		R.C.	–	R.C.	76	–	76	48	–	48	21
144	5105	Bodoney, Upper,	Corick,		E.C.	–	R.C.	58	46	104	28	24	52	27
145	5182	Termonmaguirk,	Drumlester,		R.C.	–	R.C.	58	31	89	51	26	77	32
146	5183	Kileeshill,	Cleenaneese,		Pres.	–	Pres.	65	58	123	41	37	78	37
147	5184	Derryloran,	Loy,		Diss.	–	Diss.	87	57	144	60	37	97	75
148	5247	Termonmaguirk,	Carrickmore,[b]		R.C.	–	–	–	–	–	–	–	–	–
149	5254	Bodoney, Upper,	Castledamph,	v.c.	E.C.	–	Pres.	50	30	80	26	16	42	15
150	5276	Donaghmore,	Tullyarran,		Pres.	–	Pres.	73	62	135	34	35	69	31
151	5277	Errigal Keerogue,	Altamuskin,		R.C.	–	R.C.	52	43	95	35	23	58	28
152	5290	Carnteel,	Aughnacloy, f.		R.C.	–	R.C.	–	77	77	–	38	38	20
153	5295	Dromore,	Ederney Hill,		Pres.	–	E.C.	31	27	58	21	21	42	27
154	5317	Clogher,	Kilclay,		R.C.	–	R.C.	77	35	112	40	18	58	28
155	5329	Ardstraw,	Douglas,		Pres.	–	Pres.	49	48	97	35	32	67	34
156	5330	Drumragh,	Drumragh,		E.C.	–	E.C.	42	33	75	20	17	37	21
157	5368	Clogherney,	Mullaghslin,		R.C.	–	R.C.	55	22	77	37	18	55	29
158	5369	Dromore,	Esker,		R.C.	–	R.C.	61	54	115	40	38	78	33
159	5371	Termonmaguirk,	Benchran,		Pres.	–	E.C.	40	21	61	25	14	39	19
160	5372	Clogherney,	Tullyrush,		–	Pres.	Pres.	40	35	75	21	25	46	25
161	5410	Ardstraw,	Garvetagh,		Pres.	–	Pres.	70	52	122	16	14	30	75
162	5433	Do.	Lisnatunny,		E.C	–	Pres.	26	23	49	18	18	36	25
163	5515	Donaghedy,	Killina,	v.c.	–	R.C.	R.C.	95	68	163	48	43	91	47
164	5526	Termonmaguirk,	Rathmackin,		Pres.	–	R.C.	25	15	40	25	13	38	19
165	5528	Aghalurcher,	Alderwood, f.		–	E.C.	R.C.	30	39	69	25	27	52	27
166	5531	Cappagh,	Edenderry,		E.C.	–	Pres.	100	81	181	60	46	106	58
167	5646	Bodoney, Upper,	Letterbrat, m.	v.c.	–	Pres.	E.C.	94	–	94	54	–	54	32
168	5677	Longfield, East,	Dressog,	v.c.	E.C.	–	E.C.	70	44	114	37	25	62	33
169	5678	Bodoney, Upper,	Letterbrat, f.	v.c.	–	Pres.	E.C.	–	87	87	–	54	54	27
170	5680	Clogherney,	Curr,		R.C.	–	R.C.	54	40	94	33	20	53	27
171	5695	Do.	Radargan, Upper,		R.C.	–	R.C.	68	46	114	43	32	75	26
172	5723	Dromore,	Drumlish,		R.C.	–	R.C.	65	52	117	40	29	69	34
173	5766	Longfield, West,	Carrick,		E.C.	–	E.C.	43	53	96	32	36	68	25
174	5767	Do.	Lackagh,		E.C	–	R.C.	53	37	90	35	30	65	31
175	5833	Errigal Keerogue,	Altcloughfin,		R.C.	–	R.C.	68	37	105	43	22	65	35
176	5834	Ardstraw,	Crosh,		E.C.	–	E.C.	66	32	98	43	22	65	32
177	5848	Termonamonaghan,	Third Corgary,		E.C.	–	R.C.	72	48	120	50	37	87	34
178	5864	Arboe,	Drumaney,		E.C.	–	E.C.	60	50	110	37	29	66	28
179	5865	Do.	Arboe (Old),		E.C.	–	R.C.	71	52	123	42	33	75	34
180	5957	Termonmaguirk,	Clare, f.		R.C.	–	R.C.	22	38	60	22	32	54	28
181	5958	Errigal Keerogue,	Turnaskea,		R.C.	–	R.C.	49	38	87	29	24	53	24
182	6029	Termonmaguirk,	Sixmilecross, f.		Pres.	–	Pres.	30	44	74	21	32	53	20
183	6030	Ardstraw,	Magheracolton,		R.C.	–	R.C.	59	35	94	43	28	71	44
184	6104	Cappagh,	Tattynure,	v.c.	–	Pres.	R.C.	34	68	102	19	43	62	31

[a] Residence free

1863.—Province of Ulster: County of Tyrone—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
19	14	22	5	1	61	7·2	1 11 9	—	—	18 0 0	3 14 0	—	3 14 0	
25	22	8	4	4	63	11·	—	—	—	24 0 0	1 0 0	—	1 0 0	
23	25	18	17	–	83	9·	0 13 3	—	—	21 0 0	2 3 8	—	2 3 8	
40	35	16	5	4	100	9·1	0 11 8	—	—	38 0 0	4 0 6	—	4 0 6	
26	24	13	9	4	76	12·1	—	—	—	19 10 0	4 10 0	—	4 10 0	
9	13	13	6	3	44	8·8	—	—	—	38 0 0	5 17 6	10 0 0	15 17 6	
55	27	12	12	–	106	9·7	—	—	—	28 6 8	2 6 0	—	2 6 0	
31	24	24	13	–	92	9·6	1 14 5	—	—	24 0 0	4 12 6	—	4 12 6	
50	39	22	12	3	126	8·4	1 12 10	—	—	37 3 4	—	4 0 0	4 0 0	
18	12	11	7	–	48	8·6	1 0 5	—	—	15 0 0	2 6 6	—	2 6 6	
23	23	10	7	7	70	9·	0 13 8	—	1 0 0	35 10 0	4 17 0	—	4 17 0	
32	20	12	9	5	78	11·7	0 18 7	—	—	26 3 4	—	—	—	
34	12	12	9	–	67	9·4	0 6 7	—	—	31 6 8	6 0 0	—	6 0 0	
24	14	10	9	–	57	9·3	0 12 6	—	—	16 15 0	1 3 7	—	1 3 7	
57	20	22	27	10	136	10·3	1 0 9	—	—	37 15 0	3 7 6	—	3 7 6	
41	30	28	6	2	107	10·5	1 4 6	—	—	17 10 0	0 6 0	—	0 6 0	
27	37	18	17	2	101	9·7	—	—	1 0 0	28 6 8	1 0 0	—	1 0 0	
24	17	14	7	6	68	8·9	1 12 2	—	—	30 10 0	4 13 4	—	4 13 4	
35	19	8	10	–	72	8·7	1 3 0	—	0 10 0	27 8 4	4 1 6	—	4 1 6	
16	19	–	24	–	59	7·5	—	1 10 0	—	24 0 0	1 2 0	—	1 2 0	
26	15	9	6	3	59	9·2	2 5 8	—	0 10 0	22 6 8	—	—	—	
27	16	10	13	–	66	9·3	0 10 2	1 10 0	—	18 0 0	1 4 0	5 5 0	[a]6 9 0	
32	29	12	7	–	80	10·3	0 10 1	—	—	18 0 0	2 14 0	—	2 14 0	
35	18	23	8	11	95	10·2	1 17 8	—	1 0 0	42 10 0	6 13 0	—	6 13 0	
47	28	20	13	9	117	8·1	—	—	—	46 0 0	29 13 6	—	[a]29 13 6	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
27	13	17	5	–	62	9·2	—	—	—	12 10 0	1 5 0	—	1 5 0	
29	23	14	21	–	87	8·2	2 19 9	—	—	32 0 0	3 15 6	2 5 0	6 0 6	
17	14	10	11	7	59	9·8	0 14 9	—	—	55 0 0	3 10 4	—	3 10 4	
30	14	4	3	1	52	9·4	—	1 10 0	—	21 13 4	—	—	—	
17	11	7	6	–	41	8·8	1 6 0	1 10 0	—	15 0 0	1 13 0	—	1 13 0	
20	10	12	16	6	64	10·5	0 10 4	—	—	24 0 0	0 16 0	—	0 16 0	
22	28	13	14	1	78	9·1	0 15 0	1 10 0	1 0 0	30 0 0	5 18 11	—	5 18 11	
33	10	8	6	–	57	9·	0 18 0	—	—	13 15 0	1 5 0	2 0 0	3 5 0	
36	14	12	6	5	73	8·3	0 5 0	1 10 0	—	21 5 0	3 10 0	—	3 10 0	
55	22	4	8	–	89	6·8	0 11 6	1 10 0	—	18 0 0	4 14 0	—	4 14 0	
24	9	9	4	–	46	10·4	0 10 0	—	—	15 0 0	9 13 9	—	9 13 9	
17	9	8	14	–	48	9·1	0 18 9	1 10 0	—	24 0 0	1 9 6	—	1 9 6	
36	26	22	16	–	100	10·	2 15 0	1 10 0	—	18 0 0	4 13 6	—	4 13 6	
36	9	3	–	–	48	8·4	—	—	—	7 15 6	2 3 9	—	2 3 9	
56	12	24	10	11	113	9·5	—	—	—	33 10 0	9 19 4	—	9 19 4	
24	13	1	3	–	41	9·2	0 11 1	—	—	21 5 0	1 12 0	—	1 12 0	
12	7	12	11	8	50	10·1	0 13 7	1 10 0	—	20 0 0	2 3 6	—	2 3 6	
38	51	22	15	14	140	9·2	2 3 10	—	5 0 0	49 5 0	7 17 9	2 0 0	[a]9 17 9	
29	26	15	13	–	83	10·2	0 15 1	—	—	32 0 0	1 14 6	—	1 14 6	
39	19	10	6	4	78	8·4	0 10 3	—	—	33 10 0	2 12 6	10 0 0	12 12 6	
29	24	10	9	7	79	11·	2 10 8	—	—	30 0 0	1 16 11	—	1 16 11	
25	25	12	14	2	78	9·2	0 11 0	—	—	18 0 0	2 6 6	—	2 6 6	
35	24	13	5	3	80	12·2	0 11 11	—	—	24 0 0	3 1 6	—	3 1 6	
34	30	10	12	3	89	8·3	0 10 11	—	3 0 0	40 6 8	2 18 4	—	2 18 4	
38	16	11	4	–	69	9·7	0 10 0	—	—	15 17 6	0 4 10	5 15 0	[a]5 19 10	
21	27	15	9	3	75	12·8	1 0 2	—	—	24 0 0	1 14 7	—	1 14 7	
22	24	16	11	10	77	8·3	1 2 2	—	2 10 0	21 1 8	4 15 6	—	4 15 6	
30	23	18	6	2	79	10·	1 9 3	—	—	24 0 0	2 3 0	—	2 3 0	
45	23	7	10	6	91	9·9	1 4 5	—	—	27 0 0	0 12 6	—	[a]0 12 6	
50	11	7	4	–	72	7·9	0 15 2	—	—	15 0 0	0 8 6	6 0 0	6 8 6	
24	23	8	26	–	81	9·	1 11 6	—	—	30 16 8	2 12 3	2 0 0	4 12 3	
30	17	9	4	–	60	8·5	0 19 6	—	—	20 0 0	3 17 6	—	3 17 6	
24	17	10	5	–	56	9·5	0 10 6	—	—	18 0 0	4 2 0	—	4 2 0	
26	14	9	–	–	49	8·2	—	—	—	16 0 0	1 10 0	—	1 10 0	
45	16	9	3	3	76	9·4	1 10 11	—	—	25 10 0	15 15 3	—	15 15 3	
22	17	9	20	5	73	10·4	0 11 7	—	1 10 0	28 0 0	1 4 2	—	1 4 2	

[a] Inoperative.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
185	6134	Arboe, . .	Ballymaguire, .		E.C.	–	E.C.	41	47	88	21	28	49	28
186	6135	Cappagh, .	Erganagh, . f.		E.C.	–	E.C.	33	37	70	25	26	51	23
187	6169	Dromore, .	Tummery, . f.		R.C.	–	R.C.	24	40	64	17	34	51	23
188	6204	Cappagh, .	Tircur, . .		E.C.	–	E.C.	69	44	113	43	24	67	34
189	6205	Ardstraw, .	Beagh, . .		E.C.	–	E.C.	41	34	75	32	27	59	32
190	6251	Arboe, . .	Arboe, . .		E.C.	–	E.C.	47	39	86	28	25	53	21
191	6366	Donaghcavey, .	Tyreenan, . f.		R.C.	–	R.C.	75	73	148	36	45	81	36
192	6494	Cappagh, .	Recarson, . .		–	Pres.	R.C.	78	43	121	48	28	76	31
193	6754	Bodoney, Lower,	Greenan, . .		E.C.	–	E.C.	65	68	133	31	30	61	33
194	6756	Do. . .	Glenmacoffer, .		R.C.	–	R.C.	88	56	144	58	39	97	53
195	6764	Longfield, West,	Drumgallon, .		Pres.	–	Pres.	36	24	60	27	17	44	25
196	6765	Donaghmore, .	Dernaseer, . .		R.C.	–	R.C.	71	56	127	46	33	79	32
197	6807	Urney, . .	Bridge End, .		R.C.	–	R.C.	48	28	76	33	13	46	31
198	6822	Lower Longfield,	Mulnavar Lodge, f.		E.C.	–	E.C.	42	39	81	35	31	66	40
199	6858	Pomeroy, .	Pomeroy, . f		R.C.	–	R.C.	–	82	82	–	49	49	27
200	6909	Clogherney, .	Clogherney, m.		E.C.	–	E.C.	107	–	107	75	–	75	39
201	6954	Bodoney, Lower,	Liscabble, . .		E.C.	–	E.C.	74	61	135	39	29	68	42
202	7001	Donacavey, .	Aughafad, . .		R.C.	–	R.C.	79	66	145	46	37	83	41
203	7024	Camus, . .	Strabane, No. 2, .		Pres.	–	Pres.	68	–	68	45	–	45	31
204	7046	Clogherney, .	Killadroy, . .		–	Pres.	E.C.	64	49	113	47	36	83	34
205	7150	Donaghendry, .	Stewartstown,											
			No. 2, . day,		Pres.	–	Pres.	43	33	76	30	23	53	36
			Do. . . evg.		–	–	–	69	31	100	23	14	37	20
206	7151	Ardstraw, West,	Drumnabay, .		–	R.C.	R.C.	73	58	131	43	33	76	32
207	7184	Bodoney, Lower,	Gortin, . m.		E.C.	–	E.C.	70	–	70	49	–	49	20
208	7185	Do. . .	Do. . . f.		E.C.	–	E.C.	–	52	52	–	40	40	28
209	7202	Kildress, . .	Drumshambo, f.		E.C.	–	E.C.	–	80	80	–	48	48	25
210	7204	Kilskeery, .	Cluncandra, .		E.C.	–	E.C.	54	32	86	35	22	57	18
211	7289	Termonmaguirk,	Brackey, . .		R.C.	–	R.C.	106	–	106	76	–	76	32
212	7290	Camus, . .	Strabane, . f.		Pres.	–	Pres.	–	86	86	–	59	59	30
213	7322	ErrigalKeerogue,	Fallaghearn, .		R.C.	–	R.C.	69	36	75	23	24	47	21
214	7323	Termonamonaghan,	Tullycar, . .		E.C.	–	R.C.	30	40	79	26	29	55	27
215	7315	Do. . .	Killeter,[b] . .		E.C.	–	–	–	–	–	–	–	–	–
216	7404	Clogher, . .	Eskra, . .	v.c.	–	E.C.	R.C.	83	64	147	60	39	99	55
217	7415	Kilskeery, .	Relaghgunnis, .		R.C.	–	R.C.	57	32	89	42	22	64	38
218	7431	ErrigalKeerogue,	Ballygawley, No. 2,		Pres.	–	Pres.	41	26	67	24	16	40	22
219	7436	Urney, . .	Urney, . . m.		Pres.	–	Pres.	43	52	95	29	30	59	28
220	7460	Ardstraw, .	Moyle, . evg.		E.C.	–	R.C.	36	6	42	21	5	26	17
221	7462	Clonfeacle, .	Derrylatinee, .		–	R.C.	R.C.	50	45	95	30	26	56	24
222	7463	Ardstraw, .	Gallon, . .		R.C.	–	R.C.	48	43	91	37	30	67	44
223	7479	Tamlaght, .	Coagh, . .		Pres.	–	Pres.	58	38	96	36	27	63	31
224	7490	Desertcreate, .	Slatequarry, .		R.C.	–	R.C.	80	51	131	38	30	68	31
225	7543	Derryloran, .	Cookstown, . .		Pres.	–	Pres.	157	123	280	94	68	162	85
226	7611	Ardstraw, .	Drumlegagh, .		Pres.	–	Pres.	31	39	70	28	35	63	22
227	7622	Dromore, .	Belisle, . .		R.C.	–	R.C.	49	31	80	35	21	56	33
228	7649	Letteree, . .	Letteree, . .		R.C.	–	R.C.	70	47	117	47	35	82	35
229	7650	Ardboe, . .	Mullinahoe, f.		R.C.	–	R.C.	–	73	73	–	46	46	11
230	7659	Cappagh, . .	Carrenary, . .		–	Diss.	R.C.	46	45	91	27	26	53	3
231	7666	Clogherney, .	Clogherney, . f.		E.C.	–	E.C.	–	70	70	–	49	49	2
232	7673	Ardstraw, .	Magheracreggan, .		E.C.	–	Pres.	57	46	103	40	29	69	33
233	7696	Drumragh, .	Mullaghmena, .		E.C.	–	E.C.	58	46	104	24	24	48	23
234	7799	Longfield, Lower,	Willmount, . .		R.C.	–	R.C.	38	41	79	29	26	55	23
235	7860	Aughaloo, .	Minterburn, .		–	Pres.	Pres.	111	71	182	75	47	122	66
236	7875	Longfield, .	Drumquin, . f.		Pres.	–	R.C.	42	57	99	28	40	68	33
237	7895	Donagheady, .	Altishane, . .		R.C.	–	R.C.	58	31	89	33	19	52	23
238	7935	Clogherney, .	Tattykeeran, .		–	Pres.	R.C.	44	25	69	31	17	48	23
239	7946	Clogher, . .	Curlcaghan, .	v.c.	–	Pres.	R.C.	31	33	64	28	22	50	23
240	7947	Donagheady, .	Sandville, . .		Pres.	–	Pres.	61	54	115	44	39	83	53
241	7956	Ardstraw, .	Carnkenny, . .		Pres.	–	Pres.	63	51	114	38	30	68	33
242	7965	Donacavey, .	Derrabard, . .		–	E.C.	E.C.	75	66	141	46	38	84	36
243	7992	Longfield, West,	Cornavarra, . f.		–	R.C.	R.C.	–	59	59	–	50	50	28
244	7993	Ardstraw, .	Letterbin, . .		E.C.	–	E.C.	58	25	83	35	11	46	28
245	8004	Termonmaguirk,	Rathmacken, f.		R.C.	–	R.C.	25	41	66	13	28	41	11

[a] Residence free,

1863.—Province of Ulster: County of Tyrone—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
27	16	12	–	–	55	8·6	0 12 6	—	—	28 0 0	1 8 8	3 0 0	4 8 8	
20	7	10	11	9	57	8·7	—	—	—	36 0 0	0 2 0	—	0 2 0	
22	18	2	4	–	46	18·6	0 8 3	—	—	16 0 0	1 15 0	—	1 15 0	
23	27	9	13	6	78	9·7	1 6 6	—	5 0 0	31 11 8	0 2 6	8 0 0	8 2 6	
27	16	13	6	1	63	8·	0 15 3	—	—	14 0 0	3 0 9	—	3 0 9	
41	14	8	1	–	64	10·9	0 12 6	—	—	18 0 0	0 6 6	5 0 0	5 6 6	
30	22	15	12	–	79	8·2	1 5 0	—	—	23 0 0	2 0 0	—	2 0 0	
38	26	8	13	–	85	9·1	1 1 8	—	—	26 0 0	2 10 0	—	2 10 0	
36	25	19	3	1	84	10·6	—	—	—	15 0 0	3 0 0	6 0 0	[a]9 0 0	
40	52	–	11	4	107	9·5	0 7 6	—	3 0 0	35 18 4	3 15 0	—	[a]3 15 0	
13	15	13	6	–	47	8·8	0 13 11	—	—	18 0 0	1 0 0	—	1 0 0	
42	25	13	7	–	87	9·	1 0 5	—	—	18 0 0	2 7 5	—	2 7 5	
12	10	10	6	10	48	9·8	2 10 0	1 10 0	—	47 18 4	9 12 6	—	9 12 6	
15	19	15	10	7	66	11·	1 0 6	—	3 0 0	38 0 0	3 12 0	10 0 0	[a]13 12 0	
30	12	5	3	2	52	7·3	0 16 4	—	—	16 0 0	2 1 3	—	2 1 3	
24	19	16	18	15	92	10·7	1 8 3	1 10 0	9 0 0	68 7 6	9 0 0	6 0 0	15 0 0	
31	26	23	14	6	100	10·	0 11 8	—	—	35 10 0	11 6 4	—	[a]11 6 4	
48	26	13	14	4	105	9·6	1 7 3	—	—	26 0 0	2 11 0	—	2 11 0	
19	10	11	6	1	47	11·3	0 18 3	1 10 0	4 0 0	39 6 8	12 5 4	12 0 0	24 5 4	
34	25	18	9	4	90	9·	1 2 5	1 17 6	1 10 0	38 18 4	4 0 6	—	4 0 6	
9	22	12	13	5	61	10·5	2 2 7	—	8 10 0	50 3 4	13 3 7	—	13 3 7	
8	32	14	9	6	69	15·9	—	—	—	5 0 0	—	—	—	
52	19	14	5	3	93	9·7	1 8 3	1 17 6	—	40 5 0	1 10 0	—	1 10 0	
13	24	8	12	4	61	11·	—	—	2 0 0	37 10 0	2 1 4	9 13 10	11 15 2	
11	18	8	4	–	41	11·	3 10 5	—	—	22 15 0	3 10 6	—	3 10 6	
15	21	7	12	–	55	9·7	—	—	—	24 0 0	1 7 9	—	[a]1 7 9	
40	16	11	3	2	72	12·5	—	—	—	16 5 0	0 12 2	—	0 12 2	
16	27	11	19	5	78	10·5	1 0 6	—	—	26 15 0	3 18 6	—	3 18 6	
15	13	9	12	10	59	9·	1 5 3	—	6 0 0	35 4 2	19 0 0	—	19 0 0	
27	14	12	3	–	56	8·8	0 19 2	—	—	22 2 6	2 0 0	—	2 0 0	
31	14	–	7	5	57	13·1	0 7 9	—	—	18 0 0	2 10 6	3 0 0	[a]5 10 6	
–	–	–	–	–	–		—	—	—	—	—	—	—	
35	28	31	20	8	122	10·7	1 5 0	—	1 0 0	43 15 0	4 11 0	—	[a]4 11 0	
40	21	10	5	4	80	10·5	0 17 9	—	—	18 0 0	5 17 6	—	5 17 6	
15	18	10	–	–	43	8·6	1 6 6	—	—	15 0 0	1 13 6	—	1 13 6	
23	10	9	13	4	59	10·5	0 10 4	—	—	18 0 0	—	—	—	
6	22	–	8	6	42	12·	—	—	—	—	0 6 9	—	0 6 9	
34	14	12	5	–	65	9·4	—	—	—	15 0 0	3 5 0	—	3 5 0	
24	23	–	18	9	74	11·6	1 0 8	—	1 0 0	18 0 0	0 17 6	—	0 17 6	
20	10	19	18	6	73	10·5	0 18 2	—	—	25 16 8	12 3 5	—	[a]12 3 5	
24	17	22	9	11	83	8·8	1 9 9	—	—	28 0 0	6 8 0	—	6 8 0	
63	46	39	21	18	187	10·	2 11 4	—	5 0 0	56 3 4	23 1 10	—	23 1 10	
27	16	9	18	–	70	9·2	1 9 3	1 10 0	—	16 0 0	2 5 0	—	2 5 0	
19	24	7	14	–	64	9·5	0 4 4	1 10 0	—	30 11 8	5 8 0	—	5 8 0	
39	21	13	11	9	93	9·	1 1 2	1 10 0	—	24 0 0	2 1 0	—	2 1 0	
10	19	10	8	5	52	10·2	—	1 10 0	—	16 0 0	—	—	—	
28	21	13	7	6	75	9·	0 15 0	1 10 0	1 0 0	33 0 0	3 0 0	10 0 0	13 0 0	
16	11	11	14	7	59	10·9	1 12 0	1 10 0	3 0 0	44 6 8	2 0 6	7 19 6	10 0 0	
32	26	12	11	7	88	9·2	2 2 5	1 10 0	3 0 0	31 0 0	—	—	—	
32	8	10	7	5	62	9·	0 12 5	—	—	16 10 0	2 11 0	5 0 0	7 11 0	
27	10	3	9	8	57	9·2	—	1 10 0	3 0 0	34 16 8	1 14 6	—	1 14 6	
50	29	36	17	4	136	8·6	1 3 6	1 17 6	—	53 15 0	4 16 9	—	[a]4 16 9	
38	22	8	2	3	73	8·	0 7 5	1 10 0	—	16 0 0	1 11 1	—	1 11 1	
50	14	7	5	1	77	8·4	0 8 9	—	—	17 10 0	0 10 0	—	0 10 0	
19	21	16	10	3	69	9·4	0 6 0	—	—	15 0 0	3 9 0	—	3 9 0	
14	23	8	4	1	50	9·3	—	—	—	21 0 0	4 11 6	—	4 11 6	
27	35	17	9	6	94	10·1	1 0 0	—	3 0 0	42 13 4	13 4 10	5 0 0	18 4 10	
41	24	18	3	4	90	8·7	—	—	—	18 0 0	5 10 4	—	5 10 4	
34	31	17	14	2	98	8·5	1 3 0	—	—	35 11 8	3 0 0	10 0 0	13 0 0	
21	13	13	6	1	54	9·1	0 13 7	—	—	16 0 0	1 19 4	—	1 19 4	
20	20	9	13	11	73	9·3	2 2 0	—	2 0 0	28 0 0	4 13 6	30 0 0	[a]34 13 6	
31	12	4	6	–	53	7·1	—	—	—	20 0 0	1 15 4	—	1 15 4	

[b] Closed temporarily.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
246	8016	Lower Longfield,	Lower Longfield,		E.C.	–	E.C.	54	46	100	34	31	65	40
247	8017	Clonfeacle, .	Moy, . . m.		R.C.	–	R.C.	123	–	123	82	–	82	51
248	8018	Do. . .	Do. . . f.		R.C.	–	R.C.	–	99	99	–	79	79	36
249	8027	Urney, . .	Sion Mills, . .		–	Pres.	E.C.	98	82	180	78	55	133	101
250	8106	Leckpatrick, .	Glenmornan, .		R.C.	–	R.C.	73	53	126	42	30	72	35
251	8115	Termonmaguirk,	Inishatrask, .		R.C.	–	R.C.	86	63	149	47	33	80	30
252	8122	Ardloi, . .	Moortown, . .		R.C.	–	R.C.	77	75	152	54	47	101	34
253	8123	Dromore, .	Upper Grennan, .		R.C.	–	R.C.	34	31	65	22	16	38	22
254	8155	Termonamonaghan,	Croigh, . .		E.C.	–	R.C.	23	23	46	28	21	49	26
255	8191	Cappagh, . .	Mountfield, . .		E.C.	–	E.C.	85	73	158	58	42	100	54
256	8210	Drimragh, .	Corlea, . .		E.C.	–	Pres.	42	28	70	28	21	49	23
257	8232	Donaghmore, .	Gortnaglush, .		Pres.	–	Pres.	52	49	101	31	27	58	31
258	8236	Aughaloo, .	Knocknaroy, .		Pres.	–	E.C.	55	49	104	35	31	66	25
259	8245	Termonmaguirk,	Miltown, . .		R.C.	–	R.C.	107	76	183	55	35	90	38
260	8257	Clogher, . .	Balnagorragh, .		R.C.	–	R.C.	77	62	139	39	30	69	39
261	8303	Langfield, .	Cornavarra, .		R.C.	–	R.C.	40	18	58	23	10	33	18
262	8329	Termonmaguirk,	Drumnakilly, .		E.C.	–	E.C.	51	39	90	28	24	52	25
263	8330	Killyman, .	Gortshalgan, .		E.C.	–	E.C.	20	13	33	14	11	25	18
264	8331	Clonfeacle, .	Moy, No. 2, . .		E.C.	–	E.C.	54	48	102	36	32	68	33
265	8356	Carnteel, . .	Aughnacloy, No. 2,		Diss.	–	Diss.	47	21	68	32	12	44	20
266	8385	Killyman, .	Tamnamore, .		E.C.	–	E.C.	50	33	83	31	17	48	20
267	8408	Ardstraw, .	Clare, . . .		–	E.C.	Pres.	61	34	95	38	23	61	33
268	8438	Skirts of Urney,	Castle Sessagh, .		Pres.	–	Pres.	69	69	138	40	42	82	46
269	8449	Desertcreate, .	Cady, . . .		–	E.C.	Diss.	69	43	112	36	20	56	28
270	8497	Kilskeery, .	Moneygar, . .		R.C.	–	R.C.	46	40	86	25	18	43	17
271	8522	Bodoney, Lower,	Legatraght, . .		–	Pres.	R.C.	62	40	102	27	27	54	28
272	8543	Camus, near Mourne, .	Strabane Parochl. m.		E.C.	–	E.C.	101	–	101	70	–	70	44
273	8556	Termonmaguirk,	Brackey, . f.		R.C.	–	R.C.	–	80	80	–	61	61	23
274	8611	Cappagh, .	Castleroddy, f.		R.C.	–	R.C.	30	43	73	26	32	58	29
275	8629	Clogherney, .	Aughnagar, . .		–	E.C.	Pres.	74	63	137	46	41	87	45
276	8643	Donaghmore, .	Donaghmore, f.		R.C.	–	R.C.	5	59	64	4	37	41	19
277	8706	Donagheady, .	Castlemellan, .		–	E.C.	E.C.	42	36	78	27	24	51	30
278	8762	Drumglass, .	Anne-st. Dungannon		Pres.	–	Pres.	79	–	79	48	–	48	38
279	8767	Urney, . .	Tullywhisker, .		–	E.C.	E.C.	50	35	85	33	24	57	31
280	8830	Carnteel, .	Innismagh, . .		–	E.C.	E.C.	81	74	155	51	47	98	50
281	8863	Drumglass, .	Perry-street, Dungannon, . .		Diss.	–	Diss.	34	25	59	23	14	37	25
282	8912	Clogher, . .	Aughentain, .		Pres.	–	Pres.	32	24	56	19	13	32	23
283	8971	Kildress, . .	Drumanalta, .		Diss.	–	Diss.	37	40	77	23	22	45	25
284	9077	Clogher, . .	Clogher Parochial,		E.C.	–	E.C.	52	26	78	38	23	61	38
285	9078	Ardboe, . .	Gortnaguig, .		E.C.	–	E.C.	25	24	49	19	17	36	22
286	9088	Bodoney, Upper,	Eden, . .		Pres.	–	Pres.	64	54	118	42	37	79	38
287	9155	Tullyneskin, .	Coal Island, i.		Pres.	–	Pres.	49	60	109	29	40	69	38
288	9194	Clogher, . .	Clogher, . . i.		E.C.	–	E.C.	11	13	24	11	13	24	18
			Total of Ordinary Schools, 288, .					17,065	13039	30,104	10,515	8,237	18,752	9,439
		MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	7583	Drumragh, .	Omagh Min. Mod. m.	v.c.	–	Commissioners of National Educ.	Diss.	171	–	171	112	–	112	93
2	8178	Do. . .	Do. . . f.	v.c.	–		R.C.	–	140	140	–	80	80	67
3	8179	Do. . .	Do. . . i.	v.c.	–		Pres.	44	44	88	29	26	55	46
4	7758	Ardstraw, .	N. T. Stewart, do. m.	v.c.	–		Pres.	89	–	89	53	–	53	46
5	7759	Do. . .	Do. . . f.	v.c.	–		R.C.	–	98	98	–	52	52	45
6	8694	Do. . .	Do. . . i.	v.c.	–		E.C.	46	46	92	19	27	46	42
7	400	Donaghedy, .	Loughash Ord. Agr.	v.t.	R.C.	–	R.C.	75	35	110	53	22	75	41

[a] Residence free.

1863.—Province of Ulster : County of Tyrone—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
28	15	15	10	12	80	9·9	1 5 0	—	5 10 0	44 0 6	4 5 3	10 0 0	[b]14 5 3	
26	21	22	15	10	94	10·3	5 11 4	—	3 10 0	54 3 4	21 0 0	—	21 0 0	
16	32	15	11	10	84	10·	2 12 3	—	12 0 0	34 15 0	9 13 4	—	9 13 4	
63	39	30	12	11	155	7·	5 18 1	—	1 0 0	62 10 0	10 12 6	20 0 0	30 12 6	
31	33	11	5	1	81	11·	1 1 7	—	—	21 0 0	4 15 9	—	4 15 9	
46	18	15	9	4	92	8·5	0 12 6	—	—	30 15 0	1 0 1	—	1 0 1	
52	29	–	14	–	95	9·8	—	—	—	28 0 0	0 12 8	—	0 12 8	
19	12	7	5	2	45	8·5	0 10 7	—	—	24 0 0	1 8 6	—	1 8 6	
27	13	7	5	6	58	9·	—	—	—	22 10 0	—	1 1 0	1 1 0	
36	44	13	10	9	112	9·5	1 13 9	—	3 0 0	61 15 0	8 2 6	25 0 0	33 2 6	
19	15	8	6	2	50	9·7	0 10 0	—	—	18 0 0	2 16 0	6 4 0	[a]9 0 0	
39	26	2	4	–	71	8·4	0 12 4	—	—	24 0 0	4 0 4	—	4 0 4	
20	18	10	10	5	63	9·6	—	—	—	15 15 0	2 0 8	—	2 0 8	
51	35	21	6	1	114	8·9	—	—	—	18 0 0	2 8 6	—	2 8 6	
36	32	4	19	3	94	10·1	1 10 0	1 10 0	—	42 0 0	2 8 0	—	2 8 0	
13	18	5	2	–	38	8·8	0 8 6	—	1 0 0	41 10 0	1 0 0	—	1 0 0	
14	24	12	9	–	59	9·6	1 4 7	1 10 0	—	10 10 0	0 10 10	9 0 0	9 10 10	
17	9	5	2	–	33	7·9	—	—	—	—	0 7 9	3 0 0	3 7 9	
27	8	11	2	1	49	9·1	1 10 9	—	—	32 0 0	2 14 0	9 10 0	[a]12 4 0	
21	6	10	7	3	47	10·	0 10 9	—	—	21 7 6	2 10 0	5 0 0	7 10 0	
26	6	8	2	–	42	7·6	1 5 5	1 10 0	—	17 0 0	1 11 3	3 0 0	4 11 3	
25	18	8	20	6	77	9·8	1 0 0	—	1 0 0	26 3 4	7 0 0	—	[a]7 0 0	
44	40	10	9	3	106	9·5	2 11 8	1 10 0	—	30 10 0	5 2 4	35 13 10	[a]40 16 2	
9	9	16	5	9	48	10·5	0 16 3	1 10 0	—	12 1 8	9 4 11	—	9 4 11	
23	17	11	12	–	63	12·6	—	—	—	18 0 0	2 4 6	—	2 4 6	
35	29	5	14	–	83	10·	0 11 8	—	—	7 10 0	3 0 0	—	3 0 0	
17	23	14	11	10	75	10·3	3 13 8	—	2 10 0	69 11 8	15 1 0	20 0 0	35 1 0	
29	16	9	6	–	60	8·8	0 5 0	—	—	21 3 4	2 1 10	—	2 1 10	
29	17	16	6	–	68	8·9	—	—	—	20 0 0	1 0 0	—	1 0 0	
51	32	13	10	1	107	10·8	2 11 11	—	—	42 0 0	0 10 1	21 0 0	[a]21 10 1	
15	13	12	1	–	41	7·2	0 13 3	—	—	14 0 0	1 1 5	—	1 1 5	
18	16	10	2	6	52	10·5	—	—	—	24 0 0	4 19 9	—	4 19 9	
12	13	18	13	6	62	10·5	5 0 4	—	4 0 0	57 5 0	40 0 0	—	[a]40 0 0	
30	18	20	3	3	74	9·3	0 5 2	—	—	31 10 0	5 1 5	—	5 1 5	
37	14	19	13	15	98	10·1	1 12 3	—	—	48 0 0	5 6 0	32 17 9	38 3 9	
16	2	9	11	–	38	9·5	0 10 11	—	—	15 0 0	20 0 0	—	20 0 0	
5	9	2	8	–	24	8·7	0 7 4	—	—	15 0 0	—	—	—	
24	12	10	10	–	56	9·	1 3 0	—	—	15 0 0	2 13 1	—	2 13 1	
38	26	8	3	2	77	10·	—	4 0 0	—	10 0 0	1 5 0	24 10 10	[a]25 15 10	
17	9	8	2	–	36	8·8	7 11 11	—	—	10 0 0	1 6 0	8 0 0	[a]9 6 0	
49	28	19	4	4	104	9·2	2 3 6	4 10 0	—	28 0 0	5 2 5	—	[b]5 2 5	
87	13	–	–	–	100	5·	0 9 3	4 0 0	—	8 3 4	2 17 1	—	2 17 1	
23	1	–	–	–	24	6·5	0 14 3	4 0 0	—	2 6 8	0 3 0	4 0 0	4 3 0	
8,927	6,007	3,505	2,733	1,164	22,336		273 2 7	83 12 0	158 10 0	7,854 13 6	1,102 1 4	494 4 1	1,596 5 5	
–	30	24	22	44	120	11·3	15 16 3	6 5 3	—	573 9 4	120 17 11	—	120 17 11	
–	24	25	25	17	91	11·	2 3 3							
46	17	11	–	–	74	5·2								
–	17	12	20	16	65	12·2	18 17 6	16 18 7	—	329 1 3	64 17 3	—	64 17 3	
–	17	11	12	19	59	11·6								
44	7	–	–	–	51	5·8								
19	16	17	9	25	86	11·2	5 11 1	—	—	74 7 6	0 10 2	—	0 10 2	

[b] Residence and garden free.

I.—List of Schools in operation on the 31st December,

MODEL, AGRICULTURAL, CONVENT, AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
8	1557	Donaghedy, .	Ballyrenor Ord. Agr.		–	E.C.	Pres.	66	42	108	36	27	63	34
9	2236	Do. . .	Drumnafern do.		Pres.	–	Pres.	87	49	136	48	31	79	37
10	6328	Drumragh, .	Omagh Convent, f.		R.C.	–	R.C.	–	248	248	–	165	165	94
11	3039	Skirts of Urney,	Castlederg Workh.		–	Poor Law Guardians.	R.C.	30	27	57	18	13	31	19
12	5074	Derryloran, .	Cookstown do.		–		E.C.	79	71	150	54	49	103	73
13	6315	Leckpatrick, .	Strabane do.		–		E.C.	56	42	98	24	30	54	47
14	6316	Cappagh, . .	Omagh do.		–		E.C.	94	152	246	54	75	129	108
			Total of Special Schools, 14, .					837	994	1,831	500	597	1,097	792
			Grand Total for Co. Tyrone, 302, .					17,902	14033	31,935	11,015	8,834	19,849	10231

MUNSTER—

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	441	Ruan, . .	Ruan, . .	V.T.	R.C.	–	R.C.	88	68	156	59	46	105	55
2	449	St. Patrick's, .	Parteen, . f.		–	R.C.	R.C.	–	91	91	–	61	61	29
3	1180	Killinaboy, .	Richmond, . .		R.C.	–	R.C.	132	–	132	91	–	91	53
4	1264	Ruan, . .	Moyrhee, . m.	A.	R.C.	–	b–	–	–	–	–	–	–	–
5	1265	Killadysert, .	Killadysert, . m.	V.T.	R.C.	–	R.C.	141	–	141	99	–	99	57
6	1394	Enuistymon, or Kilmanaheen,	Ennistymon, f.	V.T.	R.C.	–	R.C.	–	138	138	–	74	74	67
7	1538	Killadysert, .	Killadysert, f.	V.T.	R.C.	–	R.C.	–	107	107	–	89	89	48
8	1683	Kilfinaghta, .	Sixmilebridge, m.		R.C.	–	R.C.	135	–	135	104	–	104	64
9	1825	Clonlea, . .	Belvoir, . f.	V.T.	–	R.C.	R.C.	–	41	41	–	35	35	26
10	1842	Tulla, . .	Tulla, . m.	A.	R.C.	–	R.C.	228	–	228	158	–	158	91
11	1951	Killilagh, . .	Ballynalacken, m.	A.	R.C.	–	R.C.	76	–	76	53	–	53	31
12	2155	Kilfenora, .	Kilfenora, . m.	A.	R.C.	–	R.C.	157	–	157	109	–	109	57
13	2156	Do. . .	Do. . . f.	A.	R.C.	–	R.C.	–	127	127	–	109	109	59
14	2189	Kilchreest, .	Ballinacally, m.	V.T.	–	E.C.	R.C.	90	–	90	63	–	63	40
15	2190	Do. . .	Do. . . f.	V.T.	–	E.C.	R.C.	–	85	85	–	61	61	33
16	2356	Bunratty, .	Clonmoney, m.	V.T.	R.C.	–	R.C.	133	–	133	80	–	80	46
17	2357	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	124	124	–	80	80	39
18	2381	Kilfearagh, .	Kilkee, . m.	V.T.	R.C.	–	R.C.	261	–	261	155	–	155	81
19	2382	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	179	179	–	106	106	55
20	2440	Feakle, . .	Feakle, . f.	A.	R.C.	–	R.C.	–	156	156	–	110	110	61
21	2460	Tomfinlough, .	Newmarket-on-Fergus, . m.		R.C.	–	R.C.	197	–	197	133	–	133	71
22	2461	Do. . .	Do. . . f.		R.C.	–	R.C.	–	175	175	–	142	142	72
23	2492	Kilfinaghta, .	Sixmilebridge, f.		R.C.	–	R.C.	–	142	142	–	103	103	49
24	2703	Tulla, . .	Tulla, . f.	A.	R.C.	–	R.C.	–	167	167	–	118	118	58
25	3000	Clare Abbey, .	Clare, . m.	V.T.	R.C.	–	R.C.	181	–	181	120	–	120	67
26	3004	Kilconry, . .	Stonehall, . m.		R.C.	–	R.C.	111	–	111	85	–	85	40
27	3005	Do. . .	Do. . . f.		R.C.	–	R.C.	–	119	119	–	77	77	37
28	3041	Killilagh, .	Ballynalacken, f.	A.	R.C.	–	R.C.	–	89	89	–	67	67	31
29	3204	Do. . .	Rathbane, . m.	A.	R.C.	–	R.C.	96	–	96	67	–	67	37
30	3320	Killaloe, . .	Killaloe, . m.		R.C.	–	R.C.	150	–	150	102	–	102	61
31	3321	Kilrush, . .	Kilrush, . m.		R.C.	–	R.C.	273	–	273	168	–	168	104
32	3323	Killaloe, . .	Killaloe, . f.		R.C.	–	R.C.	–	160	160	–	125	125	84
33	3399	Feakle, . .	Knocknageeha, .		R.C.	–	R.C.	66	62	128	41	41	82	38
34	3400	Do. . .	Drumandoora, .		R.C.	–	R.C.	56	49	105	42	35	77	39
35	3484	Kilseily, . .	Broadford, m. day,		R.C.	–	R.C.	109	–	109	81	–	81	37
			Do. . . evg.		–	–	–	68	15	83	33	8	41	22
36	3667	Clare Abbey, .	Clare, . . f.	V.T.	R.C.	–	R.C.	–	112	112	–	84	84	45
37	3829	Killaloe, . .	Carrowbaun, .		R.C.	–	R.C.	44	42	86	37	33	70	36

[a] Residence free.

1863.—Province of Ulster: County of Tyrone—*continued.*

Poor Law Union Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
29	22	11	9	6	77	8·9	0 12 0	1 10 0	—	54 18 4	0 14 1	—	[a]0 14 1	
44	28	10	14	–	96	10·3	1 15 8	1 17 6	—	46 15 0	5 7 3	2 0 0	7 7 3	
105	46	20	10	6	187	7·	1 14 11	1 17 6	8 0 0	36 13 4	4 14 8	—	4 14 8	
22	10	2	–	–	34	7·7	0 19 9	—	—	—	—	—	—	
62	15	14	8	–	99	9·	—	—	4 0 0	—	—	—	—	
47	8	7	2	–	64	8·1	3 11 8	1 10 0	2 10 0	—	—	—	—	
73	35	14	8	6	136	8·3	5 2 0	—	2 0 0	—	—	—	—	
491	292	178	139	139	1,239		56 4 1	29 18 10	16 10 0	1,115 4 9	197 1 4	2 0 0	199 1 4	
9,418	6,299	3,683	2,872	1,303	23,575		329 6 8	113 10 10	175 0 0	8,969 18 3	1,299 2 8	496 4 1	1,765 6 9	

1,499 Schools.

CLARE—197 Schools.

61	27	21	7	4	120	9·5	1 10 1	—	0 10 0	40 8 4	3 10 2	—	3 10 2	
35	6	8	17	2	68	11·3	0 14 7	—	—	28 0 0	2 13 9	6 0 0	[a]8 13 9	
30	24	26	11	11	102	9·8	2 3 11	—	4 0 0	51 0 0	10 10 0	—	10 10 0	
–	–	–	–	–	–	–	—	—	—	3 15 0	—	—	—	
41	36	18	8	10	113	9·8	1 16 6	—	—	32 3 4	13 10 2	—	13 10 2	
42	24	10	12	4	92	10·9	0 18 3	—	—	22 13 4	7 16 0	—	7 16 0	
33	26	16	5	4	84	11·8	1 1 0	—	—	25 16 8	10 5 9	—	10 5 9	
52	27	14	8	5	106	10·	1 7 1	—	—	36 0 0	5 19 10	—	5 19 10	
11	10	9	4	7	41	11·1	—	1 10 0	—	10 0 0	0 13 8	—	0 13 8	
41	56	38	22	18	175	10·	5 18 3	—	5 10 0	70 9 2	22 13 6	—	22 13 6	
20	20	10	8	–	58	10·7	0 10 0	—	—	23 10 0	4 0 6	—	4 0 6	
43	36	30	9	9	127	10·3	0 16 6	—	2 0 0	41 11 8	3 0 6	—	3 0 6	
29	34	18	17	13	111	10·	3 0 3	—	—	58 10 0	4 1 5	—	4 1 5	
26	25	5	9	–	65	9·9	1 18 11	—	0 10 0	24 0 0	5 16 9	—	[a]5 16 9	
38	14	9	8	–	69	10·1	1 1 6	—	2 0 0	20 0 0	4 3 6	—	4 3 6	
37	22	14	16	17	106	10·6	1 15 3	—	—	25 3 4	5 2 0	—	5 2 0	
43	21	19	8	13	104	10·	0 18 6	—	—	34 2 2	2 13 6	—	2 13 6	
65	58	36	27	9	195	11·	2 5 2	—	—	49 1 8	10 10 7	—	10 10 7	
58	39	23	14	12	146	10·3	1 4 11	—	—	47 1 8	5 15 10	—	5 15 10	
26	27	39	36	8	136	9·9	1 2 9	—	5 10 0	47 8 4	2 0 0	—	2 0 0	
70	41	15	14	9	149	9·9	2 7 7	1 17 6	1 0 0	66 6 8	6 0 0	2 0 0	8 0 0	
81	25	18	11	9	144	9·4	1 15 3	2 5 0	—	34 0 0	2 19 0	—	2 19 0	
41	24	18	12	10	105	9·5	0 11 3	1 17 6	—	34 0 0	4 1 4	—	4 1 4	
–	61	32	16	15	124	11·3	1 11 3	—	2 10 0	56 18 4	9 3 6	—	9 3 6	
76	33	11	10	–	130	9·6	1 11 8	—	—	27 11 8	6 15 10	—	6 15 10	
47	27	10	9	3	96	11·	0 10 3	—	1 0 0	34 0 0	4 10 0	—	4 10 0	
26	19	9	13	–	67	15·1	1 10 7	—	—	21 1 1	3 17 10	—	3 17 10	
27	15	15	13	–	70	10·9	—	—	—	1 3 4	1 16 7	—	1 16 7	
22	34	7	11	–	74	7·9	1 19 4	—	1 0 0	26 8 4	4 8 3	—	4 8 3	
22	31	17	18	26	114	10·7	2 9 4	—	3 0 0	58 16 8	14 10 0	—	14 10 0	
102	60	15	15	8	200	10·3	7 7 9	—	2 0 0	70 18 4	19 1 3	10 0 0	29 1 3	
39	38	19	12	13	121	9·	1 1 0	—	1 0 0	73 13 4	12 15 8	—	12 15 8	
38	39	16	8	–	101	10·	1 8 11	—	—	16 2 6	—	—	—	
25	28	13	6	4	76	9·9	0 15 11	—	2 0 0	30 18 4	2 16 0	—	2 16 0	
38	28	22	8	–	96	9·	1 5 9	2 5 4	—	33 16 8	3 10 0	—	[a]3 10 0	
4	11	18	23	–	56	15·					2 17 0	—	2 17 0	
51	20	10	3	2	86	8·9	1 1 0	—	—	24 11 8	6 4 7	—	6 4 7	
27	19	20	3	12	81	10·	1 6 2	—	—	23 13 4	4 8 0	—	4 8 0	

[b] School closed during year.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
38	3897	Kilmacreehy,	St. Bridget's, m.	A.	R.C.	–	R.C.	103	–	103	77	–	77	31
39	3898	Dysert,	Toonagh, m.	A.	–	R.C.	R.C.	59	–	59	35	–	35	21
40	3928	Kilmurry,	Mullagh,	V.T.	R.C.	–	R.C.	118	77	195	82	53	135	72
41	3990	Kilmacduane,	Cree,	V.T.	R.C.	–	R.C.	120	89	209	73	63	136	70
42	3991	Do.	Cooraclare,	V.T.	R.C.	–	R.C.	230	148	378	150	98	248	138
43	4049	Inchicronan,	Crusheen, m.		R.C.	–	R.C.	104	–	104	77	–	77	36
44	4051	Killinaboy,	Corrofin, f.		R.C.	–	R.C.	–	110	110	–	79	79	49
45	4188	Kilseily,	Broadford, f.		R.C.	–	R.C.	–	124	124	–	83	83	30
46	4252	Kilmoon,	Rathbane, f.	A.	R.C.	–	R.C.	–	92	92	–	62	62	37
47	4276	Quin,	Quin, m.		R.C.	–	R.C.	142	–	142	108	–	108	65
48	4296	Kilrush,	Knockerra,		R.C.	–	R.C.	130	62	192	83	45	128	82
49	4319	Tomfinlough,	Ballycar,		R.C.	–	R.C.	71	43	114	50	28	78	35
50	4323	Dysert,	Toonagh, f.	A.	–	R.C.	R.C.	–	61	61	–	51	51	29
51	4431	Kilmurry,	Kilmurry, m.	V.T.	–	R.C.	R.C.	99	–	99	58	–	58	33
52	4432	Do.	Do. f.	V.T.	–	R.C.	R.C.	–	101	101	–	67	67	33
53	4433	Kilmihil,	Leitrim, m.	V.C.	R.C.	–	R.C.	77	–	77	48	–	48	27
54	4434	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	60	60	–	36	36	13
55	4435	Kilmacreehy,	Liscannor, m.	V.C.	R.C.	–	R.C.	107	–	107	73	–	73	49
56	4436	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	111	111	–	83	83	44
57	4437	Feakle,	Currakyle,	V.C.	R.C.	–	R.C.	37	19	56	28	15	43	19
58	4438	Clonlea,	Kilkishen, m.	V.T.	R.C.	–	R.C.	133	–	133	103	–	103	52
59	4439	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	102	102	–	76	76	42
60	4548	Kiltenanlea,	Clonlara, m.		R.C.	–	R.C.	97	–	97	71	–	71	37
61	4549	O'Gonnelloe,	Ballybran,		R.C.	–	R.C.	60	55	115	50	43	93	46
62	4561	Feakle,	Mountainview,	V.C.	R.C.	–	R.C.	77	45	122	42	28	70	31
63	4682	Ruan,	Moyrhee, f.	A.	R.C.	–	R.C.	35	71	106	21	54	75	37
64	4720	Tomfinlough,	Mohane,		R.C.	–	R.C.	61	52	113	52	46	98	55
65	4751	Kilmihil,	Lacken, m.	V.C.	R.C.	–	R.C.	80	–	80	61	–	61	37
66	4752	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	79	79	–	64	64	37
67	4818	Kilnoe,	Anaghnaile,		R.C.	–	R.C.	61	44	105	41	22	63	35
68	4827	Kilmacreehy,	St. Bridget's, f.	A.	R.C.	–	R.C.	–	97	97	–	76	76	44
69	4842	Carran,	Glancolumbkill,	V.C.	–	R.C.	R.C.	28	15	43	21	9	30	16
70	4870	Killilagh,	Doolen, m.	V.C.	R.C.	–	R.C.	87	–	87	58	–	58	43
71	4871	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	76	76	–	54	54	35
72	4874	Tomgraney,	Scarriff, m.		R.C.	–	R.C.	199	–	199	134	–	134	79
73	4875	Do.	Do. f.		R.C.	–	R.C.	–	154	154	–	110	110	74
74	4876	Kilmihil,	Cahirmurphy,		R.C.	–	R.C.	67	68	135	63	63	126	71
75	4919	Kilfintinan,	Cratloe, m.	V.C.	R.C.	–	R.C.	123	–	123	68	–	68	41
76	4920	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	102	102	–	81	81	47
77	4951	Kilfarboy,	Moy, m.	V.C.	R.C.	–	R.C.	141	–	141	75	–	75	36
78	4952	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	139	139	–	77	77	35
79	4967	Doora,	Doora,		R.C.	–	R.C.	66	43	109	46	27	73	31
80	5253	Killuran,	O'Callaghan'sMills,m	V.C.	R.C.	–	R.C.	136	–	136	107	–	107	64
81	5267	Kilmurry,	Clounadrum,	V.C.	–	R.C.	R.C.	73	47	120	45	30	75	39
82	5585	Inchicronan,	Crusheen, f.		R.C.	–	R.C.	–	114	114	–	83	83	40
83	5675	Killuran,	O'Callaghan'sMills,f.	V.C.	R.C.	–	R.C.	–	101	101	–	82	82	54
84	5725	Killard,	Bansha,		–	R.C.	R.C.	87	84	171	50	55	105	42
85	5997	O'Brien's Bridge,	Bridgetown, m.		R.C.	–	R.C.	98	–	98	65	–	65	35
86	5998	Do.	Do. f.		R.C.	–	R.C.	–	111	111	–	78	78	50
87	6093	Killokennedy,	Kilbane, f.		R.C.	–	R.C.	–	87	87	–	70	70	39
88	6172	Moyarta,	Carrigaholt, m.		R.C.	–	R.C.	158	–	158	111	–	111	69
89	6187	Kilnamona,	Knockacarrin, m.		R.C.	–	R.C.	125	–	125	95	–	95	49
90	6317	Clonlea,	Derrynaveagh,	V.C.	R.C.	–	R.C.	54	40	94	36	30	66	31
91	6331	Kilnoe,	Bodyke, m.		R.C.	–	R.C.	163	–	163	115	–	115	58
92	6332	Do.	Do. f.		R.C.	–	R.C.	–	164	164	–	115	115	65
93	6367	Kilballyowen,	Clahansavan,		R.C.	–	R.C.	103	80	183	73	54	127	58
94	6402	Killokennedy,	Kilbane, m.		R.C.	–	R.C.	108	–	108	88	–	88	45
95	6435	Drumcreehy,	Ballyvaughan, m.	V.C.	R.C.	–	R.C.	141	–	141	95	–	95	62
96	6527	Kiltenanlea,	Clonlara, f.		R.C.	–	R.C.	–	97	97	–	56	56	32
97	6573	Moyarta,	Moveen,		R.C.	–	R.C.	103	104	207	67	68	135	64
98	6574	Do.	Querrin,		R.C.	–	R.C.	106	67	173	50	38	88	47
99	6575	Cloney,	Carrahan,		R.C.	–	R.C.	121	78	199	83	55	138	75
100	6623	Kilfarboy,	Ballynoe,		R.C.	–	R.C.	81	74	155	61	52	113	66

a Residence free.

1863.—Province of MUNSTER: County of CLARE—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
11	23	28	10	–	72	11·2	0 18 8	—	—	24 0 0	2 13 1	—	2 13 1	
21	13	4	4	–	42	8·7	0 7 2	—	—	24 0 0	0 18 6	—	0 18 6	
51	47	22	21	15	156	10·5	4 0 8	—	—	66 15 0	7 0 11	—	7 0 11	
56	52	23	20	12	163	10·6	1 18 6	2 0 9	—	40 13 4	7 13 10	—	7 13 10	
137	76	43	28	31	315	9·7	9 12 10	3 6 2	2 0 0	119 16 8	19 14 6	—	19 14 6	
42	15	11	8	–	76	10·5	—	1 10 0	—	15 0 0	4 12 10	—	4 12 10	
29	19	18	9	9	84	9·8	1 4 5	1 17 6	1 10 0	54 17 2	5 1 6	—	5 1 6	
33	26	11	8	2	80	8·	0 10 3	1 10 0	—	31 0 0	2 13 0	—	2 13 0	
36	17	16	7	–	76	10·1	1 4 0	—	—	16 0 0	3 5 4	—	3 5 4	
33	30	25	12	8	108	11·	2 7 8	—	7 0 0	53 16 8	18 0 0	—	18 0 0	
41	68	27	19	6	161	9·7	1 18 2	—	—	78 16 8	10 3 0	—	10 3 0	
23	19	16	15	–	73	10·5	0 14 2	—	1 0 0	18 0 0	1 4 3	—	1 4 3	
22	17	10	7	–	56	9·8	1 1 0	—	—	14 0 0	1 2 0	—	1 2 0	
53	18	11	5	1	88	9·6	0 11 3	—	—	16 10 0	2 2 3	—	2 2 3	
44	19	11	10	–	84	9·5	0 10 3	2 11 9	—	20 0 0	5 11 11	—	5 11 11	
21	24	8	9	–	62	9·3	1 4 6	1 10 0	—	21 5 0	2 18 6	—	2 18 6	
13	9	9	4	–	35	9·	0 3 9	1 10 0	—	11 13 4	1 0 4	—	1 0 4	
38	23	16	8	7	92	8·9	1 1 10	1 10 0	4 10 0	31 10 0	2 12 1	—	2 12 1	
49	21	16	28	–	114	8·1	1 10 11	2 9 0	0 10 0	23 10 0	1 10 0	—	1 10 0	
19	9	9	15	–	52	12·9	0 12 0	—	—	13 15 0	—	—	—	
38	24	23	16	11	112	8·9	0 15 0	—	—	25 6 8	6 16 10	—	6 16 10	
40	12	14	19	–	85	9·4	0 12 3	—	3 0 0	32 16 8	5 10 9	—	5 10 9	
16	39	13	12	–	80	11·7	2 10 11	—	—	22 0 0	4 5 1	—	4 5 1	
29	42	13	12	2	98	9·7	1 5 0	—	2 0 0	41 13 4	5 0 0	—	5 0 0	
41	30	4	7	2	84	9·1	0 10 4	—	—	14 7 6	1 5 0	—	1 5 0	
47	29	5	8	2	91	10·	1 10 9	—	1 0 0	32 13 4	2 14 10	—	2 14 10	
55	33	14	6	–	108	9·2	1 3 9	—	—	15 0 0	1 5 0	—	1 5 0	
25	23	14	8	–	70	8·5	3 10 4	1 10 0	—	28 0 0	3 13 0	—	3 13 0	
25	24	9	11	–	69	9·5	1 6 0	4 5 4	1 0 0	18 5 0	3 7 0	—	3 7 0	
19	25	14	9	–	67	10·2	1 6 0	—	—	23 10 0	3 3 0	3 0 0	6 3 0	
32	28	20	6	–	86	9·2	0 11 3	—	0 15 0	24 10 0	4 1 1	—	[a]4 1 1	
13	11	6	4	–	34	9·	0 10 0	—	—	15 0 0	2 1 4	—	2 1 4	
24	15	7	7	5	58	10·4	1 2 2	—	—	27 6 8	—	—	—	
33	12	8	7	2	62	9·3	0 17 6	—	—	20 0 0	2 12 3	—	2 12 3	
20	41	33	25	9	128	10·6	3 13 5	—	4 0 0	70 5 0	10 1 0	—	10 1 0	
21	11	21	17	13	83	9·6	2 16 3	—	3 10 0	52 1 1	11 5 0	—	11 5 0	
35	42	22	16	13	128	11·6	2 17 9	2 19 11	1 0 0	35 11 8	6 18 9	—	6 18 9	
14	21	16	14	7	72	9·	1 13 5	—	2 0 0	32 0 0	10 5 0	3 10 0	13 15 0	
30	16	21	21	5	93	9·5	2 6 4	—	—	31 3 4	8 0 0	3 10 0	11 10 0	
31	26	27	9	1	94	10·1	1 16 6	1 10 0	—	29 18 4	2 2 9	—	2 2 9	
51	25	13	6	2	97	9·	2 0 11	1 10 0	1 5 0	16 10 0	2 0 11	—	2 0 11	
55	23	8	3	–	89	10·1	0 10 0	—	—	13 15 0	3 17 4	—	3 17 4	
35	49	19	5	6	114	9·6	2 1 0	—	2 10 0	45 16 8	10 0 0	—	10 0 0	
41	18	22	6	–	87	9·9	1 0 5	—	—	40 5 0	0 13 6	—	0 13 6	
54	24	15	15	–	108	9·3	1 0 6	1 10 0	—	24 0 0	5 7 9	—	5 7 9	
21	42	15	10	4	92	10·	0 12 0	1 10 0	—	47 0 0	5 0 0	—	5 0 0	
58	25	17	11	–	111	9·	1 5 3	2 17 8	1 10 0	32 5 0	4 7 4	—	4 7 4	
25	23	12	6	9	75	10·	0 10 6	—	—	28 3 4	7 0 0	—	7 0 0	
20	35	9	7	8	79	9·2	1 15 3	—	—	28 6 8	4 2 8	—	4 2 8	
18	14	15	19	8	74	10·2	1 0 4	—	—	16 0 0	4 5 0	—	[a]4 5 0	
50	17	34	14	12	127	10·	2 3 2	—	0 10 0	49 16 8	10 10 1	—	10 10 1	
30	28	19	21	14	112	11·	2 17 4	1 10 0	—	26 10 0	9 3 7	—	9 3 7	
20	15	7	8	–	50	10·1	0 10 3	1 10 0	—	27 15 10	—	—	—	
41	40	25	15	12	133	10·3	2 0 9	1 10 0	3 0 0	54 10 0	4 7 6	—	4 7 6	
27	33	39	19	9	127	10·2	2 8 10	1 10 0	1 15 0	47 1 8	3 2 6	—	3 2 6	
83	47	13	7	–	150	9·4	—	—	—	33 0 0	2 16 0	—	2 16 0	
35	28	11	14	8	96	10·6	0 15 3	1 17 6	—	37 6 8	7 12 11	—	7 12 11	
42	39	16	10	9	116	9·8	2 0 0	1 10 0	4 0 0	36 13 4	7 1 8	—	7 1 8	
18	19	4	17	2	60	9·	0 10 9	—	—	24 0 0	0 12 2	—	[a]0 12 2	
59	62	14	12	8	155	10·1	0 10 3	—	1 10 0	40 8 4	3 13 0	—	[a]3 13 0	
69	30	8	9	–	116	11·	1 12 6	—	—	26 8 4	4 16 5	—	4 16 5	
55	42	21	24	7	149	10·4	2 0 0	—	1 0 0	64 18 4	10 11 0	—	[a]10 11 0	
54	37	13	9	4	117	9·8	2 4 4	—	—	61 10 0	5 18 6	—	5 18 6	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
101	6627	Drumcreehy,	Ballyvaughan, f.	v.c	R.C.	–	R.C.	–	114	114	–	82	82	55
102	6648	Kilfiddane,	Shanahea,		R.C.	–	R.C.	81	57	138	46	39	85	39
103	6649	Killadysert,	Coney Island,		R.C.	–	R.C.	14	10	24	11	8	19	13
104	6689	Killimer,	Burrane,		R.C.	–	R.C.	58	26	84	37	14	51	25
105	6690	Feakle,	Knockbeha,		R.C.	–	R.C.	85	73	158	70	64	134	55
106	6766	Killard,	Doonbeg,		R.C.	–	R.C.	110	117	227	59	54	113	67
107	6782	Kilkeedy,	Boston,		R.C.	–	R.C.	92	83	175	68	54	122	57
108	6783	Do.	Tubber,		R.C.	–	R.C.	87	60	147	59	36	95	47
109	6809	Killofin,	Labasheeda, f.		R.C.	–	R.C.	–	156	156	–	104	104	58
110	6823	Quin,	Quin, f.		R.C.	–	R.C.	–	175	175	–	124	124	72
111	6859	Moynoe,	Sheeaun,		R.C.	–	R.C.	78	68	146	52	63	115	40
112	6868	Moyarta,	Carrigaholt, f.		R.C.	–	R.C.	–	109	109	–	80	80	48
113	6881	Clondegad,	Pitfield,		R.C.	–	R.C.	45	37	82	29	28	57	29
114	6985	Tulla,	Glandree, m.	v.c.	R.C.	–	R.C.	75	–	75	52	–	52	32
115	7002	Kilmurray MacMahon,	Kilmurray MacMahon, f.		R.C.	–	R.C.	–	110	110	–	64	64	25
116	7003	Cloudegad,	Killerk,		R.C.	–	R.C.	88	64	152	52	45	97	46
117	7004	Sixmilebridge,	Kilmurry,		R.C.	–	R.C.	65	48	113	52	38	90	45
118	7025	Kilrush,	Kilrush, No. 2,		R.C.	–	R.C.	114	–	114	68	–	68	37
119	7112	Clondegad,	Lissycasey,		R.C.	–	R.C.	91	92	183	59	67	126	69
120	7113	Kilmurray,	Kilmurray MacMahon, m.		R.C.	–	R.C.	102	–	102	47	–	47	19
121	7152	Kiltoraght,	Inchovea, m.		E.C.	–	R.C.	70	–	70	55	–	55	30
122	7153	Do.	Do. f.		E.C.	–	R.C.	–	72	72	–	61	61	36
123	7154	Killaloe,	Ballycorney, f.		R.C.	–	R.C.	–	66	66	–	48	48	29
124	7205	Inchicronan,	Drumbanniff,		R.C.	–	R.C.	54	46	100	46	36	82	39
125	7236	Killaloe,	Ballycorney, m.		R.C.	–	R.C.	45	–	45	30	–	30	22
126	7294	Kilchreest,	Lack,		R.C.	–	R.C.	72	60	132	47	51	98	49
127	7437	Killaloe,	Killaloe, prep. m.		R.C.	–	R.C.	94	–	94	51	–	51	36
128	7465	Killinaboy,	Killinaboy,		R.C.	–	R.C.	64	30	94	47	17	64	29
129	7466	Kilfidane,	Coolmeen,		R.C.	–	R.C.	75	52	127	40	31	71	34
130	7530	Do.	Cranny,		R.C.	–	R.C.	112	95	207	78	62	140	74
131	7531	Oughtmama,	Gorty Clare,		R.C.	–	R.C.	58	44	102	43	27	70	27
132	7573	Carron,	Carron,	v.c.	R.C.	–	R.C.	59	40	99	38	26	64	33
133	7591	Dysert,	Dysert,		R.C.	–	R.C.	84	53	137	52	39	91	41
134	7599	Killimer,	Carradota,		R.C.	–	R.C.	65	50	115	44	33	77	42
135	7623	Clonlea,	Woodfield,		R.C.	–	R.C.	51	38	89	37	31	68	29
136	7682	Tomgraney,	Coologorry,		R.C.	–	R.C.	52	59	111	41	46	87	36
137	7683	Tulla,	Knock James,		R.C.	–	R.C.	68	49	117	46	32	78	38
138	7705	Abbey,	Ballyvelahan, m.	v.c.	R.C.	–	R.C.	79	–	79	54	–	54	34
139	7708	Kilmurray,	Tullycraine, m.		–	E.C.	R.C.	119	–	119	78	–	78	47
140	7709	Do.	Do. f.		–	E.C.	R.C.	–	108	108	–	77	77	43
141	7723	Abbey,	Ballyvelahan, f.	v.c.	R.C.	–	R.C.	–	73	73	–	51	51	24
142	7726	Kilmaley,	Connolly, m.		R.C.	–	R.C.	118	–	118	69	–	69	34
143	7781	Kilfearagh,	Tarmon,		R.C.	–	R.C.	88	52	140	44	27	71	34
144	7800	Kilmacduane,	Clahanbeg,		R.C.	–	R.C.	75	48	123	41	30	71	40
145	7876	O'Gonnelloe,	Ballyloughnane,		R.C.	–	R.C.	62	30	92	50	23	73	35
146	7936	Tomgraney,	Tomgraney, m.		R.C.	–	R.C.	101	–	101	75	–	75	40
147	7975	Do.	Clonusker,		R.C.	–	R.C.	72	55	127	60	36	96	42
148	7976	Tulla,	Drumcharley,		R.C.	–	R.C.	37	43	80	30	31	61	34
149	7994	Kilmaley,	Kilmaley, m.		R.C.	–	R.C.	128	–	128	59	–	59	34
150	7995	Do.	Do. f.		R.C.	–	R.C.	–	74	74	–	51	51	30
151	8005	Kilfearagh,	Coosheen,		R.C.	–	R.C.	92	45	137	60	31	91	42
152	8028	Tomgraney,	Tomgraney, f.		R.C.	–	R.C.	–	106	106	–	72	72	38
153	8070	Killaloe,	Glen,		R.C.	–	R.C.	42	26	68	27	17	44	24
154	8142	Tulla,	Glandree, f.	v.c.	R.C.	–	R.C.	–	87	87	–	63	63	37
155	8151	Inch,	Inch, m.		R.C.	–	R.C.	57	–	57	46	–	46	25
156	8204	Knocknamona,	Knockacarrin, f.		R.C.	–	R.C.	–	107	107	–	78	78	42
157	8213	Kilfiera,	Moyasta, m.		–	½E.C.	R.C.	116	–	116	69	–	69	43
158	8214	Do.	Do. f.		–	E.C.	R.C.	–	93	93	–	63	63	35
159	8241	Kilmurry,	Scropul,	v.c.	–	R.C.	R.C.	63	64	127	39	49	88	42
160	8371	Kilraghtis,	Barefield, m.		R.C.	–	R.C.	120	–	120	73	–	73	37
161	8372	Do.	Do. f.		R.C.	–	R.C.	–	134	134	–	81	81	34
162	8373	Killone,	Tiernaclane,		R.C.	–	R.C.	76	74	150	50	51	101	41
163	8444	Tulla,	Tulla, i.		R.C.	–	R.C.	73	145	218	34	87	121	55

* Residence free.

1863.—Province of MUNSTER: County of CLARE—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
35	18	22	11	10	96	9·4	2 4 5	1 10 0	2 10 0	32 18 4	3 19 11	—	3 19 11	
40	28	11	18	–	97	10·8	0 5 0	—	—	32 0 0	4 0 6	—	4 0 6	
5	8	4	–	–	17	9·1	0 10 3	—	—	28 0 0	5 8 0	—	5 8 0	
16	24	8	9	–	57	11·2	0 10 9	—	—	18 0 0	3 11 4	—	3 11 4	
47	51	23	17	5	143	11·3	0 13 4	—	3 0 0	21 6 8	7 4 6	—	7 4 6	
93	34	25	16	9	177	10·2	1 14 4	3 4 8	—	28 10 0	3 5 10	—	3 5 10	
31	47	26	10	4	118	10·4	1 8 0	—	2 10 0	32 0 0	7 1 7	—	7 1 7	
43	32	24	3	9	111	8·9	1 10 0	—	2 0 0	41 3 4	10 8 4	—	10 8 4	
31	40	20	16	9	116	10·3	1 0 0	—	—	38 0 0	5 9 7	—	5 9 7	
56	39	19	11	6	131	10·	3 16 0	—	1 0 0	48 10 0	17 7 0	—	17 7 0	
46	56	8	10	–	120	10·5	0 4 7	—	—	24 6 8	2 5 0	—	2 5 0	
45	14	13	16	2	90	10·5	—	—	1 0 0	20 5 0	3 2 3	—	3 2 3	
39	11	11	4	–	65	10·5	—	—	—	22 10 0	1 7 6	—	1 7 6	
27	14	10	11	3	65	10·1	1 2 9	—	2 0 0	30 6 8	3 10 0	—	3 10 0	
32	28	17	3	–	80	9·	0 10 10	1 10 0	—	16 8 10	2 18 4	—	2 18 4	
37	38	16	13	9	113	11·4	1 3 2	1 17 6	3 0 0	44 3 10	9 3 0	—	9 3 0	
29	24	38	18	–	109	10·	0 19 6	1 17 6	—	12 10 0	6 8 6	—	6 8 6	
45	19	16	4	–	84	9·7	0 14 3	1 10 0	—	21 13 4	5 13 9	—	5 13 9	
57	50	24	18	10	159	9·6	3 9 0	1 17 6	1 10 0	48 16 8	11 12 8	—	11 12 8	
27	21	16	3	–	67	11·5	—	1 10 0	—	18 15 0	0 14 1	—	0 14 1	
20	20	7	5	–	52	10·6	0 19 8	1 10 0	—	18 0 0	2 12 0	2 0 0	a4 12 0	
25	20	7	8	–	60	10·6	0 8 0	1 10 0	—	16 0 0	0 17 3	—	0 17 3	
18	8	12	7	–	45	9·7	0 13 3	1 10 0	1 0 0	18 3 4	2 9 6	—	2 9 6	
46	24	7	11	–	88	9·2	0 10 3	—	—	26 0 0	4 10 0	—	a4 10 0	
13	10	9	8	2	42	9·9	0 19 1	—	—	24 6 8	2 2 0	—	2 2 0	
44	48	11	7	–	110	9·4	0 6 1	—	—	40 10 0	2 9 8	—	2 9 8	
22	15	4	13	3	57	9·5	0 11 9	—	1 10 0	15 13 4	—	—	—	
30	26	7	4	4	71	9·9	0 19 9	—	—	18 15 0	2 10 0	—	2 10 0	
54	20	12	4	1	91	10·7	2 5 0	—	—	30 12 9	6 15 11	—	6 15 11	
101	63	6	10	1	181	9·8	2 2 9	1 10 0	—	38 7 6	6 17 6	—	6 17 6	
40	12	30	9	–	91	11·5	0 19 1	—	—	22 10 0	2 9 3	—	2 9 3	
23	13	11	12	2	61	10·8	0 14 2	—	—	23 11 8	5 10 0	—	5 10 0	
57	19	12	11	–	99	9·8	0 11 3	—	—	19 15 0	2 13 10	—	2 13 10	
41	36	19	11	–	107	10·2	1 1 10	2 8 6	—	20 3 4	4 7 8	—	4 7 8	
43	27	5	9	–	84	10·	0 13 3	1 10 0	—	18 0 0	2 9 3	—	a2 9 3	
30	34	21	13	–	98	10·	0 6 8	1 17 6	1 10 0	35 13 4	3 15 0	—	3 15 0	
36	38	7	13	–	94	10·1	1 14 3	1 10 0	—	24 0 0	4 14 7	—	4 14 7	
19	25	5	5	5	59	10·6	1 13 8	—	—	32 11 8	4 17 3	—	4 17 3	
35	25	10	7	4	81	10·2	—	1 17 6	—	39 0 0	4 5 6	14 0 0	18 5 6	
33	29	13	4	2	81	10·2	0 12 9	1 10 0	—	32 0 0	4 0 0	—	a4 0 0	
26	19	3	4	–	52	9·1	—	—	—	22 11 1	1 9 9	—	1 9 9	
33	35	14	10	–	92	11·7	0 13 10	1 10 0	0 10 0	21 6 8	3 16 3	—	3 16 3	
64	15	16	9	–	104	10·6	0 18 5	1 10 0	—	20 5 0	3 4 0	—	3 4 0	
50	29	–	14	–	93	9·	4 17 0	1 10 0	—	21 0 0	3 10 6	—	3 10 6	
29	15	24	13	2	83	9·9	1 7 4	1 10 0	2 0 0	31 15 0	5 18 7	—	5 18 7	
30	24	18	13	–	85	9·1	1 14 6	—	—	15 0 0	1 18 6	—	1 18 6	
45	27	29	11	–	112	9·6	1 3 1	—	—	18 0 0	2 18 0	—	2 18 0	
35	18	10	10	–	73	10·	0 5 0	—	2 0 0	28 0 0	0 10 6	—	0 10 6	
22	23	14	6	8	73	11·4	1 5 0	—	—	24 0 0	7 2 10	—	7 2 10	
14	15	12	9	–	50	10·8	1 5 3	—	—	25 13 4	5 5 6	—	5 5 6	
77	22	13	4	2	118	10·4	0 13 0	—	—	19 10 0	1 15 11	—	1 15 11	
32	20	13	20	–	85	9·2	1 5 1	—	—	23 15 0	2 4 10	—	2 4 10	
19	10	10	3	–	42	8·7	0 7 0	—	—	18 0 0	4 10 0	—	4 10 0	
37	15	13	9	3	77	8·3	0 10 6	1 10 0	1 0 0	23 15 0	4 10 0	—	4 10 0	
30	6	2	9	–	53	12·5	0 6 0	—	—	18 0 0	2 14 4	—	2 14 4	
26	25	20	12	8	91	10·	1 11 7	—	—	27 3 4	4 8 4	—	4 8 4	
32	19	20	16	12	99	10·6	1 3 8	—	3 0 0	43 10 0	3 6 8	10 0 0	13 6 8	
17	30	15	14	1	77	11·5	0 14 0	—	—	28 0 0	1 7 0	3 0 0	a4 7 0	
48	33	20	16	–	117	10·4	1 12 1	—	—	29 12 6	6 10 0	5 0 0	11 10 0	
50	22	10	5	–	87	11·4	0 12 3	1 10 0	—	15 0 0	2 14 1	—	2 14 1	
40	35	22	18	–	115	10·	2 7 11	0 16 6	—	26 0 0	5 15 3	—	5 15 3	
48	35	10	5	–	98	10·3	1 0 3	1 17 6	—	27 1 8	10 0 0	—	10 0 0	
117	14	1	–	–	132	5·9	—	2 5 0	1 0 0	39 5 0	2 5 11	—	2 5 11	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
164	8500	Clooney, . .	Cahersherkin, f.		–	E.C.	R.C.	–	72	72	–	53	53	38
165	8528	Kilmurry, .	Annagh, . .		R.C.	–	R.C.	94	92	186	55	57	112	58
166	8569	Kilmurry Ibrickane,	Cahir-a-own, .		R.C.	–	R.C.	74	72	146	50	50	100	44
167	8599	Doora, . .	Knockanane, m.		R.C.	–	R.C.	81	–	81	62	–	62	29
168	8600	Do. . .	Do. . . f.		R.C.	–	R.C.	–	113	113	–	73	73	38
169	8745	Kilmaley, .	Connolly, . f.		R.C.	–	R.C.	–	116	116	–	73	73	32
170	8850	Kilfarboy, .	Milltown Malbay, m.	v.t.	R.C.	–	R.C.	219	–	219	149	–	149	85
171	8851	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	218	218	–	147	147	73
172	8852	Do. . .	Do. . . i.	v.t.	R.C.	–	R.C.	127	96	223	83	64	147	77
173	8879	Clonney, . .	Spancil Hill, .		R.C.	–	R.C.	78	40	118	45	30	75	41
174	8956	Drumcliffe, .	Inch, . . f.		R.C.	–	R.C.	–	43	43	–	37	37	22
175	9045	Killard, . .	Baltard, . .		R.C.	–	R.C.	68	69	137	51	47	98	55
176	9195	Tomgraney, .	Scariff, prep.		R.C.	–	R.C.	61	80	141	48	65	113	50
177	9211	Killofin, . .	Labasheeda, m.		R.C.	–	R.C.	118	–	118	86	–	86	49
178	9229	Inagh, . .	Letterkelly, m.	v.t.	R.C.	–	R.C.	93	–	93	74	–	74	36
179	9230	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	78	78	–	72	72	29
		Total of Ordinary Schools, 179, .						11,900	10241	22,241	7,986	7,253	15,239	8,102
		MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	1263	Clonlea, . .	Belvoir 1st Class Ag.	v.t.	R.C.	–	R.C.	50	–	50	37	–	37	30
2	3373	Kiltinalea, .	Sallybank do.	A.	–	E.C.	R.C.	74	54	128	52	40	92	56
3	5186	Clonlea, . .	Cahershirkin do.		–	E.C.	R.C.	114	–	114	84	–	84	46
4	448	St. Patrick's, .	Parteen Ordinary Ag.		–	R.C.	R.C.	103	–	103	70	–	70	48
5	2383	Inchicronan, .	Ballanruan do.	v.t.	R.C.	–	R.C.	86	72	158	58	56	114	55
6	2439	Feakle, . .	Feakle do.	A.	R.C.	–	R.C.	175	–	175	115	–	115	59
7	6308	Kilballyowen, .	Cross do.		R.C.	–	R.C.	126	129	255	76	84	160	75
8	7299	Kilrush, . .	Kilrush Convent, f.		R.C.	–	R.C.	–	552	552	–	361	361	182
9	7315	Drumcliff, .	Ennis do. f.		R.C.	–	R.C.	–	915	915	–	547	547	289
10	3288	Do. . .	Do. Workhouse,	P. L. Guardians.	–		R.C.	79	80	159	31	57	88	64
11	3408	Tomgraney, .	Scariff do.		–		R.C.	47	40	87	31	29	60	44
12	3489	Kilrush, . .	Kilrush do.		–		R.C.	66	68	134	42	50	92	68
13	3534	Ennistymon, or Kilmanaheen,	Ennistymon do.		–		R.C.	57	77	134	35	57	92	66
14	6130	Tulla, . .	Tulla do.		–		R.C.	45	46	91	33	37	70	53
15	6224	Killadysert, .	Killadysert do.		–		R.C.	43	36	79	26	25	51	36
16	6359	Drumcuhy, .	Ballyvaughan do.				R.C.	19	15	34	13	10	23	20
17	6595	Killinaboy, .	Corrofin do.		–		R.C.	20	22	42	14	16	30	28
18	3266	Drumcliff, .	Ennis Gaol, .		E.C.	–	R.C.	185	58	243	19	9	28	26
		Total of Special Schools, 18, .						1,289	2164	3,453	736	1378	2,114	1245
		Grand Total for Co. Clare, 197, .						13,189	12505	25,694	8,722	8,631	17,353	9,347

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	450	Ardnageehy, .	Glenville, . m.		–	E.C.	R.C.	89	–	89	54	–	54	35
2	453	Aghada, . .	Aghada, . m.		R.C.	–	R.C.	149	–	149	105	–	105	67
3	454	Athnowen, .	Ovens, . m.		R.C.	–	R.C.	188	–	188	137	–	137	82
4	456	Kilmocomoge, .	Bantry, . m.		R.C.	–	R.C.	188	–	188	133	–	133	74
5	457	Do. . .	Do. . prep.		R.C.	–	R.C.	98	–	98	68	–	68	37
6	463	Clondrohid, .	Garrane, . m.		R.C.	–	R.C.	119	–	119	77	–	77	43
7	464	Do. . .	Do. . . f.		R.C.	–	R.C.	–	117	117	–	87	87	56
8	465	Caherlag, . .	New Glanmire, m.		R.C.	–	R.C.	119	–	119	89	–	89	65
9	466	Clonpriest, .	Clonpriest, . m.		R.C.	–	R.C.	131	–	131	88	–	88	50
10	467	Templetrine, .	Ballinspittle, m.	B.	R.C.	–	R.C.	136	–	136	96	–	96	46
11	468	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	129	129	–	93	93	51
12	469	Corkbeg, . .	Whitegate, . .		R.C.	–	R.C.	117	–	117	90	–	90	57

a Residence free.

1863.—Province of MUNSTER : County of CLARE—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
22	18	6	7	6	59	9·8	0 10 0	—	—	23 0 0	2 2 6	5 0 0	7 2 6	
75	47	18	7	–	147	9·9	1 12 7	—	1 10 0	27 15 0	4 10 5	—	4 10 5	
57	23	4	2	–	86	11·3	0 13 0	—	—	23 0 0	8 10 0	—	8 10 0	
48	16	7	6	–	77	9·3	0 14 4	—	—	24 0 0	4 5 6	—	4 5 6	
43	24	10	3	–	80	9·9	1 9 3	—	—	18 16 8	4 15 4	—	4 15 4	
47	21	20	7	–	95	10·1	0 10 0	—	—	16 8 10	1 10 0	—	1 10 0	
–	61	55	24	29	169	12·2	4 17 1	—	3 0 0	83 16 8	6 16 6	—	6 16 6	
29	87	28	18	16	178	11·5	3 0 3	1 17 6	3 10 0	56 5 0	5 10 9	—	5 10 9	
142	29	10	–	–	181	6·4	5 9 0	0 19 0	—	35 6 8	1 10 5	—	1 10 5	
44	25	13	12	–	94	10·2	1 13 6	—	—	15 0 0	7 4 0	—	7 4 0	
21	5	10	4	–	40	11·2	0 12 0	—	—	14 0 0	2 3 10	—	2 3 10	
56	30	16	14	–	116	10·3	1 15 8	6 11 9	—	24 3 4	7 5 0	1 0 0	[a]8 5 0	
111	30	–	–	–	141	5·9	0 9 8	4 10 0	—	2 6 8	—	—	—	
46	39	12	6	–	103	10·1	2 9 6	5 0 0	—	22 18 4	6 7 1	—	6 7 1	
29	29	21	13	–	92	10·6	—	—	—	—	2 18 10	—	2 18 10	
34	19	21	3	–	77	8·4	—	—	—	—	1 10 0	—	1 10 0	
7,039	4,966	2,781	1,937	729	17,443		246 0 2	120 18 10	125 5 0	5,480 1 10	885 12 4	68 0 0	953 12 4	
13	10	15	3	5	46	10·3	0 10 6	—	—	6 0 0	0 14 10	—	0 14 10	
28	36	24	14	4	106	10·2	1 16 8	—	—	73 16 8	12 17 3	4 11 7	[a]17 8 10	
28	26	11	5	13	83	11·4	1 0 0	—	—	50 5 0	2 4 6	18 0 0	[a]20 4 6	
27	26	–	24	8	85	10·3	1 13 10	—	—	76 18 4	6 0 0	13 2 0	[a]19 2 0	
52	40	8	13	7	120	9·9	1 0 0	—	—	61 0 0	6 2 0	15 10 0	21 12 0	
42	55	22	14	9	142	10·8	1 7 0	—	2 0 0	60 8 4	4 2 8	—	4 2 8	
133	47	15	12	–	207	8·7	2 8 11	2 0 0	—	53 0 0	8 0 0	—	8 0 0	
219	104	68	28	9	428	9·4	9 6 0	—	5 0 0	52 3 4	19 5 11	—	19 5 11	
415	143	82	62	36	738	9·	4 5 2	—	2 0 0	77 19 2	—	—	—	
50	35	18	6	–	109	9·7	8 2 4	1 17 4	10 0 0	—	—	—	—	
25	10	16	5	–	56	8·6	0 19 6	—	—	—	—	—	—	
50	25	22	8	–	105	10·	3 13 10	—	1 10 0	—	—	—	—	
83	22	5	–	–	110	6·7	4 0 0	—	—	—	—	—	—	
31	17	11	6	4	69	9·6	1 0 0	—	1 10 0	—	—	—	—	
23	11	6	5	1	46	8·2	0 13 1	1 10 0	—	—	—	—	—	
18	3	11	2	–	34	10·	1 6 5	—	—	—	—	—	—	
10	8	5	6	–	29	7·7	1 19 6	—	5 0 0	—	—	—	—	
46	14	15	12	–	87	27·2	—	—	10 0 0	—	—	—	—	
1,293	632	354	225	96	2,600		45 2 9	5 7 4	37 0 0	511 10 10	59 7 2	51 3 7	110 10 9	
8,323	5,598	3,135	2,162	825	20,043		291 2 11	126 6 2	162 5 0	5,991 12 8	944 19 6	119 3 7	1,064 3 1	

CORK—527 Schools.

16	26	14	9	5	70	9·5	0 17 3	2 16 6	3 10 0	29 6 8	2 13 8	20 0 0	[a]22 13 8	
43	32	13	11	9	108	9·1	3 6 6	—	2 10 0	59 6 8	6 12 5	18 9 3	[a]25 1 8	
32	59	27	13	23	154	10·6	2 18 0	—	1 10 0	124 5 10	16 18 9	2 0 0	18 18 9	
32	55	36	17	15	155	10·8	2 11 9	—	4 0 0	79 6 8	5 15 0	10 0 0	15 15 0	
47	19	–	–	–	66	6·7	10 6 10	4 10 0	—	57 18 4	—	—	—	
28	17	19	16	10	90	9·7	0 18 10	—	—	36 15 0	5 16 2	—	5 16 2	
30	17	21	16	13	97	9·5	1 15 8	—	1 0 0	44 0 0	6 2 0	—	6 2 0	
28	34	23	8	4	97	9·2	0 18 7	—	1 0 0	18 0 0	10 14 9	—	10 14 9	
47	31	13	10	10	111	10·	1 15 4	—	—	43 18 4	4 0 0	3 0 0	7 0 0	
41	36	13	10	17	117	10·8	1 18 0	—	—	24 0 0	5 10 0	—	5 10 0	
31	24	26	11	10	102	9·3	0 19 2	—	—	12 3 4	4 0 0	—	4 0 0	
30	35	16	8	6	95	9·2	0 11 3	—	—	20 1 8	12 0 0	—	12 0 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
13	470	Caheragh, .	Killeenleagh, .		R.C.	–	R.C.	110	–	110	83	–	83	47
14	473	Durrus, . .	Fourmilewater, .		R.C.	–	R.C.	101	–	101	56	–	56	32
15	476	Fanlobbus, .	Dunmanway, .		R.C.	–	R.C.	137	143	280	89	95	184	85
16	478	Do. . .	Derrynacaheragh,		R.C.	–	R.C.	71	69	140	41	41	82	51
17	484	Inchigeelagh, .	Kilbarry, . .		R.C.	–	R.C.	46	58	104	38	41	79	36
18	485	Do. . .	Bealanageary, f.		R.C.	–	R.C.	–	96	96	–	79	79	43
19	486	Ightermurragh,	Ladysbridge, day,	v.t.	R.C.	–	R.C.	122	–	122	71	–	71	40
			Do. . . evg.		–	–	–	55	28	83	33	19	52	23
20	490	Kilgarriff, .	Clonakilty, . m.		R.C.	–	R.C.	296	–	296	201	–	201	107
21	491	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	96	222	318	74	184	258	132
22	497	Kilnamartery, .	Ballyvoge, . m.		R.C.	–	R.C.	148	–	148	90	–	90	52
23	498	Do. . .	Do. . . f.		R.C.	–	R.C.	–	99	99	–	72	72	32
24	499	Kilmeen, . .	Rossmore, . .		R.C.	–	R.C.	90	103	193	63	69	132	67
25	501	Kilmoney, .	Kilmoney, . m.		R.C.	–	R.C.	160	–	160	99	–	99	63
26	502	Liscarroll, .	Liscarroll, . .		E.C.	–	R.C.	134	–	134	87	–	87	47
27	503	Macloneigh, .	Tooms, . m.		R.C	–	R.C.	103	–	103	74	–	74	43
28	506	Macroom, .	Macroom, . m.		R.C.	–	R.C.	174	–	174	99	–	99	65
29	507	Do. . .	Do. . . f.		R.C.	–	R.C.	–	160	160	–	120	120	71
30	513	Midleton, .	Ballintollis, . .		R.C.	–	R.C.	67	54	121	44	29	73	37
31	514	Moviddy, . .	Ahaunduff, . m.		R.C.	–	R.C.	149	–	149	96	–	96	51
32	518	Ross, . .	Old Chapel, .		R.C.	–	R.C.	194	–	194	152	–	152	83
33	529	Templebreedy, .	Myrtleville, . .		R.C.	–	R.C.	91	101	192	65	65	130	73
34	530	Clear Island, .	CapeClearIsland,m.		R.C.	–	R.C.	50	–	50	40	–	40	24
35	531	Whitechurch, .	Whitechurch, m.	v.t.	R.C.	–	R.C.	117	–	117	80	–	80	42
36	532	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	124	124	–	91	91	47
37	1132	Ballintemple, .	Churchtown, .		R.C.	–	R.C.	92	–	92	61	–	61	31
38	1197	St. Mary's (Shandon), . .	Sundayswell, m.	v.t.	R.C.	–	R.C.	206	–	206	114	–	114	72
39	1198	Ballinrostig, .	Ballytibbet, .	v.t.	R.C.	–	R.C.	136	109	245	91	83	174	97
40	1267	Ardfield, . .	Ardfield, . .	v.t.	R.C.	–	R.C.	75	62	137	53	49	102	51
41	1268	Clondullane, .	Clondullane, .		R.C.	–	R.C.	82	50	132	53	37	90	51
42	1269	Garryclyne, .	Blarney, . m.	v.t.	R.C.	–	R.C.	103	78	181	63	51	114	66
43	1271	Kilbolane, .	Kilbolane, . m.	v.t.	R.C.	–	R.C.	149	–	149	106	–	106	60
44	1273	Rathgoggan, .	Charleville, m.	v.t.	R.C.	–	R.C.	213	–	213	130	–	130	67
45	1274	Ross, . .	Ardagh, . f.	v.t.	R.C.	–	R.C.	–	115	115	–	92	92	59
46	1275	Tullagh, . .	Sherkin Island, .	v.t.	R.C.	–	R.C.	58	–	58	44	–	44	28
47	1384	Midleton, .	Midleton, No.2, m.		R.C.	–	R.C.	261	–	261	174	–	174	113
48	1387	Clonmel, . .	Cove, . . m.	v.t.	R.C.	–	R.C.	356	–	356	252	–	252	173
49	1388	Killaconenagh,	Rossmacowan, m.	A.	–	R.C.	R.C.	76	–	76	58	–	58	37
50	1391	Tracton, . .	Knocknamana, m.	v.t.	R.C.	–	R.C.	114	–	114	78	–	78	46
51	1392	Inchigeelagh, .	Coolmountain, .	v.t.	R.C.	–	R.C.	45	48	93	35	29	64	39
52	1501	Kilbolane, .	Kilbolane, . f.	v.t.	R.C.	–	R.C.	–	159	159	–	103	103	52
53	1502	Clonmel, . .	Cove, . prep. m.	v.t.	R.C.	–	R.C.	472	–	472	290	–	290	172
54	1543	St. Peter's, .	SS. Peter & Paul's, No. 1, . .		R.C.	–	R.C.	–	207	207	–	118	118	79
55	1544	Mallow, . .	Mallow, . m.		R.C.	–	R.C.	585	–	585	295	–	295	163
56	1598	Rathcormack, .	Rathcormack, m.	v.t.	R.C.	–	R.C.	196	–	196	151	–	151	96
57	1612	Kinsale, . .	Kinsale, No. 1, m.	v.t.	R.C.	–	R.C.	183	–	183	117	–	117	77
58	1685	Nohavaldaly, .	Knocknagree, m.	v.t.	R.C.	–	R.C.	122	–	122	81	–	81	55
59	1686	Skull, . .	Ballydehob, m.		R.C.	–	R.C.	128	–	128	91	–	91	56
60	1687	Kilmichael, .	Dromleigh, . m.	v.t.	R.C.	–	R.C.	73	57	130	61	48	109	79
61	1690	Drishane, .	Millstreet, day, m.	v.t.	R.C.	–	R.C.	262	–	262	173	–	173	102
			Do. . . evg.		–	–	–	111	–	111	30	–	30	19
62	1691	Donaghmore, .	Ballykerwick, m.	B.	R.C.	–	R.C.	129	–	129	85	–	85	47
63	1692	Do. . .	Firmount, m.	B.	R.C.	–	R.C.	89	–	89	55	–	55	34
64	1768	Clonfert, . .	Kanturk, m.	B.	R.C.	–	R.C.	227	–	227	196	–	196	129
65	1774	Skull, . .	Ballydehob, f.		R.C.	–	R.C.	–	128	128	–	81	81	44
66	1792	Inchigeelagh, .	Inchigeelagh, m.		R.C.	–	R.C.	108	–	108	87	–	87	58
67	1817	Buttevant, .	Buttevant, m.		R.C.	–	R.C.	229	–	229	162	–	162	94
68	1863	St. Finbar's, .	Blackrock, . m.	v.t.	R.C.	–	R.C.	149	–	149	105	–	105	53
69	1867	Castlelyons, .	Castlelyons, m.	v.c.	–	E.C.	R.C.	138	–	138	96	–	96	64
70	1871	Lislee, . .	Butlerstown, m.		R.C.	–	R.C.	142	–	142	99	–	99	57
71	1873	Kilkerranmore,	Bealad, . .		R.C.	–	R.C.	90	60	150	61	40	101	63

[a] Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in aid of Salary.								
							In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
21	27	17	14	7	86	9·7	0	10	0	—			1	0	0	30	16	8	4	13	9	—			4	13	9
26	23	18	4	10	81	9·7	1	7	7	—			—			28	0	0	4	12	0	—			4	12	0
85	84	49	16	–	234	10·	1	0	0	—			3	10	0	81	0	0	—			—			—		
20	26	14	20	14	94	11·4	2	16	2	—			4	10	0	38	10	0	7	16	0	—			7	16	0
27	19	18	10	6	80	10·	0	10	0	—			—			38	0	0	5	10	0	—			5	10	0
32	23	10	7	6	78	10·3	1	1	4	1	10	0	—			29	10	0	2	5	0	—			2	5	0
27	24	17	16	4	88	8·	0	12	2	—			1	0	0	30	0	0	2	10	0	—			[a]2	10	0
5	25	18	15	18	81	14·3		—		—			—			5	0	0	1	12	5	—			[a]1	12	5
85	57	43	41	20	246	9·8	3	1	4	—			4	0	0	71	18	4	11	17	5	—			11	17	5
78	64	34	10	8	194	9·5	2	0	3	—			4	0	0	98	1	8	—			—			[a]—		
53	27	14	13	3	110	10·6	1	2	1	—			—			61	3	4	0	12	6	1	10	0	2	2	6
32	26	4	7	6	75	9·7	1	3	0	—			—			28	3	4	3	7	0	1	10	0	4	17	0
31	47	39	25	1	143	10·2	1	2	9	—			—			48	0	0	3	16	0	—			3	16	0
29	47	15	11	16	118	9·8	4	3	10	—			—			23	3	4	17	12	10	—			17	12	10
18	19	10	20	14	81	10·5	0	14	3	—			—			36	10	0	6	12	9	—			6	12	9
21	21	15	13	14	84	10·	2	10	9	—			—			52	5	0	7	2	3	—			7	2	3
–	–	–	48	68	116	14·	10	0	0	—			2	0	0	90	3	4	12	0	0	—			12	0	0
–	–	–	92	42	134	14·	5	3	3	—			2	10	0	61	10	0	5	18	10	—			5	18	10
													3	0	0	23	0	0	3	17	7	—			3	17	7
44	21	10	7	5	87	9·1		—		—			—			26	10	0	9	2	1	—			9	2	1
38	32	15	12	10	107	10·	1	0	6	—			—			60	8	4	6	6	1	—			6	6	1
51	50	37	19	10	167	10·3	3	15	6	—			—			24	0	0	28	4	5	—			28	4	5
54	53	18	26	14	165	10·7	3	1	0	—			—			18	0	0	0	15	0	—			0	15	0
24	17	–	3	–	44	9·		—		—			—			24	0	0	4	10	6	—			4	10	6
27	31	14	13	6	91	10·	0	10	6	—			—			26	18	4	6	14	1	—			6	14	1
25	28	18	17	17	105	9·3	1	5	8	—			—			32	0	0	1	0	10	1	0	0	2	0	10
44	19	9	8	2	82	8·8	1	16	9	—			—			41	1	8	34	4	0	—			34	4	0
33	20	25	19	19	116	9·6		—		—			—			47	13	4	6	2	8	—			6	2	8
67	72	26	36	8	209	10·5	2	0	2	—			—			28	18	4	2	4	3	—			2	4	3
23	38	21	17	–	99	9·3	0	10	3	—			—			29	10	0	4	17	9	—			4	17	9
37	35	15	32	9	128	9·1	2	7	2	1	10	0	—			28	0	0	16	2	8	10	0	0	26	2	8
48	33	26	24	23	154	9·1		—		—			—			58	8	4	6	17	6	—			6	17	6
22	30	20	23	23	118	10·1	3	6	4	1	17	6	2	0	0	93	3	4	18	18	4	1	0	0	19	18	4
31	38	8	35	23	135	11·5	5	14	6	—			5	0	0	46	3	4	4	17	9	—			4	17	9
–	–	21	36	45	102	12·	3	1	2	—			—			36	0	0	1	10	0	—			1	10	0
20	6	12	5	6	49	9·2	0	14	4	—			—			70	8	4	39	16	6	4	0	0	43	16	6
38	90	43	13	16	200	9·8	4	10	0	—			2	10	0	103	8	4	41	4	7	1	0	0	42	4	7
–	95	120	47	19	281	11·5	17	14	5	—			2	0	0	32	0	0	2	14	6	—			2	14	6
18	26	18	5	2	69	10·		—		—			—			18	0	0	7	15	6	—			7	15	6
23	26	16	13	12	90	11·7	0	10	3	—			—			34	3	4	3	10	0	—			3	10	0
18	29	11	6	7	71	9·4	0	12	0	—			—			46	4	5	4	15	0	—			4	15	0
34	22	19	8	18	101	11·5	1	1	8	—			3	10	0	65	5	0	23	5	4	—			23	5	4
195	135	–	–	–	330	7·7		—		3	7	6	2	10	0	68	13	4	14	8	11	5	0	0	19	8	11
–	70	28	32	21	151	10·4	3	9	7	—			2	0	0	91	13	4	13	7	2	—			13	7	2
84	103	66	32	73	358	10·	2	3	0	—			—			57	5	0	6	7	7	—			6	7	7
61	41	33	16	17	168	10·9	1	10	10	—			—			49	3	4	23	15	3	—			23	15	3
39	31	25	15	16	126	9·4	5	4	4	2	5	0	4	0	0	47	0	0	7	13	10	—			7	13	0
22	34	18	14	11	99	10·	1	4	6	—			—			22	11	8	8	0	0	—			8	0	0
18	24	23	20	3	88	11·	1	4	10	—			—			63	0	0	10	10	0	—			10	10	0
42	32	11	10	14	109	10·5	0	15	3	2	5	0	—			92	13	4	14	4	10	9	4	7	23	9	5
51	41	62	21	5	180	10·1	3	9	5	2	12	6	9	0	0	5	0	0	5	3	8	—			5	3	8
19	7	40	27	–	93	18·2		—		—			—			29	13	4	5	16	0	—			5	16	0
43	26	21	12	4	106	9·5	1	12	3	1	17	6	—			20	15	0	3	7	6	—			3	7	6
29	19	12	8	3	71	8·9	1	16	1	1	10	0	—			75	1	8	24	0	0	—			24	0	0
70	80	28	19	30	227	10·3	4	11	6	—			—			16	0	0	3	7	0	—			3	7	0
29	22	14	16	13	94	9·	0	18	6	—			—			63	10	0	6	0	0	—			6	0	0
31	23	12	15	10	91	9·6	2	14	8	—			10	10	0	78	5	0	6	4	0	—			6	4	0
68	58	28	20	26	200	10·		—		2	5	0	1	0	0	42	0	0	5	15	7	—			5	15	7
45	36	23	17	2	123	8·9	2	0	8	1	17	6	—			39	8	4	—			—			—		
34	30	27	13	11	115	10·7	1	15	7	—			1	0	0	33	6	8	12	0	0	0	10	0	12	10	0
47	35	18	9	2	111	9·5	2	6	0	—			4	0	0	38	0	0	5	12	3	—			5	12	3
21	54	15	12	12	114	10·4	1	3	4	1	17	6	—														

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
72	1874	Kilworth, .	Kilworth, . m.		R.C.	–	R.C.	189	–	189	138	–	138	78
73	1876	Ightermurragh,	Ladysbridge, f.	V.T.	R.C.	–	R.C.	–	116	116	–	87	87	48
74	1877	Tracton, . .	Knocknamanna, f.	V.T.	R.C.	–	R.C.	–	111	111	–	76	76	39
75	1878	Rathcormack, .	Rathcormack, f.	V.T.	R.C.	–	R.C.	–	170	170	–	127	127	88
76	1884	Kilworth, . .	Kilworth, . f.		R.C.	–	R.C.	–	167	167	–	123	123	74
77	1928	Kilmahon, .	Kilmahon, . m.		R.C.	–	R.C.	68	–	68	55	–	55	32
78	1929	Drinagh, . .	Paddock, . m.		R.C.	–	R.C.	101	–	101	68	–	68	33
79	1949	Innishannon, .	Innishannon, m.		R.C.	–	R.C.	124	–	124	90	–	90	52
80	1953	Clonfert, . .	Kanturk, . f.	B.	R.C.	–	R.C.	–	213	213	–	149	149	87
81	1977	Ballinaboy, .	Gogginshill, m.		R.C.	–	R.C.	97	69	166	63	43	106	57
82	1978	Dunderrow, .	Ballyheady, m.		R.C.	–	R.C.	80	–	80	54	–	54	38
83	1989	Do. .	Do. . . f.		R.C.	–	R.C.	–	95	95	–	59	59	37
84	1997	Skull, . .	Skull, m.		R.C.	–	R.C.	122	–	122	95	–	95	55
85	2016	Aghabulloge, .	Knocknagoun, m.	V.T.	R.C.	–	R.C.	107	–	107	67	–	67	29
86	2017	Do. .	Do. . . f.	V.T.	R.C.	–	R.C.	–	90	90	–	66	66	35
87	2043	Kilquane, .	Knockraha, m.		R.C.	–	R.C.	88	–	88	57	–	57	32
88	2045	Castletownroche,	Castletownroche, m.		R.C.	–	R.C.	187	–	187	122	–	122	70
89	2047	Caheragh, .	Dromore, . .		R.C.	–	R.C.	85	74	159	52	45	97	47
90	2050	Carrigtuohill, .	Carrigtuohill, .		R.C.	–	R.C.	190	–	190	139	–	139	83
91	2112	Myross, . .	Coscroneen, m.	A.	R.C.	–	R.C.	120	–	120	81	–	81	43
92	2113	Do. . .	Do. . . f.	A.	R.C.	–	R.C.	–	108	108	–	82	82	47
93	2114	Brigown, . .	Ballygiblin, . .	V.T.	R.C.	–	R.C.	91	62	153	72	48	120	56
94	2115	Marshalstown, .	Gortroe, . .	V.T.	R.C.	–	R.C.	58	51	109	47	42	89	44
95	2117	Kilmacabea, .	Maulatrahan, m.	A.	R.C.	–	R.C.	82	–	82	59	–	59	33
96	2157	Dromtariff, .	Dromagh, . m.	V.T.	R.C.	–	R.C.	131	–	131	76	–	76	45
97	2158	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	191	191	–	114	114	54
98	2159	Creagh, . .	Creagh, . .	V.T.	R.C.	–	R.C.	71	72	143	57	51	108	64
99	2160	Kilnamartery, .	Reananerree, .	V.T.	R.C.	–	R.C.	73	52	125	51	36	87	42
100	2161	Fermoy, . .	Grange, . .	V.T.	R.C.	–	R.C.	92	47	139	48	25	73	38
101	2162	Clonfert, . .	Lismire, . m.	V.T.	R.C.	–	R.C.	93	–	93	63	–	63	33
102	2163	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	116	116	–	86	86	52
103	2164	Ringcurran, .	Cove of Kinsale, .		R.C.	–	R.C.	77	18	95	51	14	65	38
104	2221	Kilfaughnabeg, .	Glandore, . f.	A.	–	Commrs. of N. E.	R.C.	–	123	123	–	87	87	50
105	2234	Lislee, . .	Cullinagh, . .	V.T.	R.C.	–	R.C.	100	56	156	68	37	105	70
106	2267	Dunderrow, .	Dunderrow, . .	V.T.	R.C.	–	R.C.	81	70	151	54	44	98	53
107	2281	Creagh, . .	Reengarogue, .		R.C.	–	R.C.	40	45	85	32	33	65	36
108	2282	Tullagh, . .	Baltimore, . m.		R.C.	–	R.C.	66	66	132	53	49	102	54
109	2283	Aghadown, .	Lisheen, . .		R.C.	–	R.C.	68	84	152	39	49	88	43
110	2329	Monanimy, .	Killavullen, . m.		R.C.	–	R.C.	151	–	151	120	–	120	81
111	2330	Do. . .	Do. . . f.		R.C.	–	R.C.	–	120	120	–	90	90	59
112	2335	Aghada, . .	Forside, . f.		R.C.	–	R.C.	–	103	103	–	82	82	48
113	2338	Donaghmore, .	Ballykerwick, f.	B.	R.C.	–	R.C.	–	88	88	–	62	62	41
114	2339	Do. . .	Firmount, . f.	B.	R.C.	–	R.C.	–	88	88	–	64	64	35
115	2373	Skull, . .	Dunbeacon, . .	V.T.	R.C.	–	R.C.	81	59	140	55	40	95	58
116	2377	Dangandonovan,	Kilcounty, . .	V.T.	R.C.	–	R.C.	68	59	127	44	36	80	41
117	2378	Skull, . .	Skull, . . f.	B.	R.C.	–	R.C.	–	103	103	–	75	75	35
118	2379	Kilkaskin, .	Glengarriffe, .	A.	R.C.	–	R.C.	54	64	118	32	39	71	35
119	2448	Ballyvourney, .	Ballymakeery, .	B.	R.C.	–	R.C.	120	96	216	86	74	160	85
120	2452	Cloyne, . .	Cloyne, . m.		R.C.	–	R.C.	219	–	219	162	–	162	98
121	2453	Do. . .	Do. . . f.		R.C.	–	R.C.	–	196	196	–	132	132	77
122	2469	Ross, . .	Ardagh, prep. f.		R.C.	–	R.C.	–	185	185	–	117	117	70
123	2470	Castletownroche,	Castletownroche, f.		R.C.	–	R.C.	–	169	169	–	122	122	62
124	2534	Timoleague, .	Timoleague, m.		R.C.	–	R.C.	145	–	145	93	–	93	56
125	2635	Murragh, . .	Newcestown, .		R.C.	–	R.C.	97	–	97	65	–	65	38
126	2705	Kilkerranmore,	Rathbarry, . f.		R.C.	–	R.C.	–	100	100	–	74	74	36
127	2706	Macloneigh, .	Tooms, . f.		R.C.	–	R.C.	–	99	99	–	72	72	33
128	2707	St. Mary's (Shandon), . .	Sundayswell, f.	V.T.	R.C.	–	R.C.	–	294	294	–	183	183	112
129	2800	Kilmacdonagh,	Kilmacdonagh, .	V.T.	R.C.	–	R.C.	81	93	174	59	61	120	73
130	2801	Kilcreddan, .	Kilcreddan, .	V.T.	R.C.	–	R.C.	86	71	157	57	51	108	59
131	2803	Clonmeen, .	Banteer, . m.	V.T.	R.C.	–	R.C.	151	–	151	105	–	105	69

* Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
48	40	29	25	8	150	9·9	3 5 10	—	2 10 0	44 5 0	3 0 1	—	3 0 1	
44	35	11	9	4	103	9·6	1 16 8	0 19 0	3 0 0	34 0 0	6 18 6	—	6 18 6	
21	14	25	18	4	82	10·6	0 13 2	—	—	16 8 4	5 15 11	—	5 15 11	
30	39	26	15	16	126	11·	1 2 7	—	—	97 3 4	9 0 0	—	9 0 0	
42	51	31	7	8	139	9·8	2 11 5	—	1 0 0	65 3 4	8 12 0	—	8 12 0	
23	19	6	7	–	55	9·7	1 0 0	—	—	18 0 0	4 15 5	—	4 15 5	
24	26	12	13	6	81	10·7	0 10 3	—	—	31 15 0	4 16 10	1 0 0	5 16 10	
44	32	19	10	6	111	9·7	0 17 7	—	—	52 0 0	5 16 6	—	5 16 6	
52	38	28	22	21	161	10·3	1 19 3	—	4 0 0	69 13 4	26 6 5	—	26 6 5	
48	40	28	4	7	127	10·1	2 2 5	1 17 6	—	36 7 10	9 10 6	—	9 10 6	
23	15	2	15	4	59	10·8	0 12 2	—	—	22 11 8	11 5 2	2 0 0	13 5 2	
22	14	17	6	4	63	10·	0 13 4	—	—	28 0 0	6 0 8	—	6 0 8	
30	31	23	20	3	107	10·9	2 1 7	—	—	41 0 0	5 2 0	—	5 2 0	
32	23	8	11	5	79	9·8	1 7 10	—	—	24 0 0	0 12 6	—	0 12 6	
18	20	12	8	6	64	7·7	0 10 3	—	—	24 0 0	1 11 4	—	1 11 4	
23	17	15	3	8	66	9·1	0 10 6	—	—	18 0 0	5 13 3	4 0 0	9 13 3	
71	42	15	17	10	155	10·4	3 4 2	—	—	55 10 0	8 14 0	—	8 14 0	
47	58	5	19	7	136	10·7	1 6 2	—	—	38 0 0	5 0 0	—	5 0 0	
36	30	27	23	34	150	10·1	1 5 5	—	4 10 0	57 18 4	15 0 0	2 0 0	17 0 0	
30	32	17	5	3	87	9·5	1 0 3	—	—	39 0 0	6 14 8	—	6 14 8	
16	11	20	9	7	63	9·3	—	—	1 10 0	28 0 0	7 4 10	—	7 4 10	
60	41	11	25	1	138	6·2	0 16 11	—	—	39 0 0	6 6 6	—	6 6 6	
41	24	14	13	–	92	9·8	0 15 0	1 10 0	—	24 0 0	2 13 6	—	2 13 6	
21	32	7	8	6	74	8·8	0 16 6	—	—	32 0 0	2 15 5	—	2 15 5	
34	20	8	13	4	79	10·	1 7 3	—	—	27 0 0	7 3 0	—	7 3 0	
45	20	11	20	8	104	11·	1 19 7	—	—	64 0 0	5 3 7	—	5 3 7	
35	29	19	26	12	121	10·3	2 10 5	—	2 10 0	62 11 8	5 17 9	—	5 17 9	
45	27	8	17	–	97	9·7	0 12 3	—	—	37 6 8	2 10 0	—	2 10 0	
40	25	15	13	5	98	9·	3 0 2	—	—	24 0 0	6 0 0	—	6 0 0	
18	28	3	5	6	60	9·6	1 3 2	—	—	24 0 0	5 0 1	—	5 0 1	
24	23	16	14	7	84	10·7	0 12 9	—	—	34 3 4	9 1 6	—	9 1 6	
27	19	21	10	2	79	9·2	1 16 6	—	—	24 8 4	10 2 0	—	10 2 0	
19	21	22	14	23	99	9·7	—	1 17 6	5 0 0	66 6 8	10 11 3	—	10 11 3	
53	40	20	15	5	133	8·7	1 18 8	—	—	30 10 0	6 8 0	—	6 8 0	
48	33	20	7	4	112	9·9	0 15 2	—	—	24 8 4	10 9 4	—	[a]10 9 4	
21	16	13	18	5	73	9·9	0 10 8	1 17 6	—	38 0 0	3 10 0	—	3 10 0	
40	40	15	13	6	114	10·4	0 15 0	1 17 6	—	41 16 8	6 1 1	—	6 1 1	
39	42	19	16	2	118	10·2	—	1 17 6	—	38 0 0	7 10 0	—	7 10 0	
20	61	17	21	9	128	9·8	2 5 0	2 5 0	2 0 0	73 6 8	7 5 7	—	7 5 7	
23	39	23	3	7	95	9·2	—	1 17 6	2 10 0	49 18 4	4 10 6	—	4 10 6	
18	20	21	14	4	77	10·	—	—	1 0 0	37 0 0	3 5 0	—	3 5 0	
33	20	8	4	3	68	9·3	0 10 3	1 10 0	—	20 0 0	3 16 9	—	3 16 9	
33	19	13	5	5	75	10·	1 12 11	1 10 0	—	14 0 0	2 14 6	—	2 14 6	
14	23	28	38	13	116	10·4	1 17 4	—	1 0 0	41 0 0	8 0 0	—	8 0 0	
44	21	14	10	10	99	10·4	1 2 6	—	—	31 16 8	5 16 0	—	5 16 0	
34	19	19	12	6	90	10·9	0 12 3	—	—	16 0 0	2 11 3	—	2 11 3	
32	18	13	13	15	91	11·9	0 10 6	—	—	38 0 0	6 0 0	—	6 0 0	
86	46	31	13	3	179	10·	1 14 8	—	1 10 0	53 0 0	3 16 6	—	3 16 6	
51	35	43	26	19	174	9·	2 13 2	—	—	75 0 0	19 13 8	—	[a]19 13 8	
36	34	35	15	34	154	9·5	2 8 5	—	—	52 10 0	10 0 0	—	10 0 0	
76	51	14	–	–	141	7·5	2 5 0	—	2 0 0	45 3 4	2 19 5	—	2 19 5	
67	41	19	5	8	140	9·5	—	1 17 6	—	51 3 4	6 14 4	—	6 14 4	
26	32	19	12	6	95	10·	2 0 0	1 17 6	1 10 0	41 6 8	14 0 0	—	14 0 0	
28	19	13	11	3	74	10·3	0 15 6	1 10 0	—	28 0 0	7 4 6	—	7 4 6	
36	28	8	12	1	85	8·8	1 13 3	—	—	15 0 0	3 11 6	—	3 11 6	
24	18	24	12	8	86	10·	1 0 0	—	—	30 0 0	6 15 0	—	6 15 0	
47	58	34	25	30	194	10·2	3 0 0	—	1 10 0	110 0 0	11 15 2	10 0 0	21 15 2	
52	31	33	16	5	137	9·5	1 0 0	—	—	52 0 0	9 17 6	—	9 17 6	
25	44	31	8	14	122	10·8	1 8 2	—	—	46 0 0	9 7 2	0 15 0	10 2 2	
30	36	23	19	14	122	10·4	1 18 9	—	2 0 0	86 10 0	8 15 10	—	8 15 10	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
132	2804	Clonmeen,	Banteer, f.	V.T.	R.C.	–	R.C.	–	119	119	–	83	83	52
133	2805	Garranekinneafeake, m.	Scartleigh, m.	V.T.	R.C.	–	R.C.	116	–	116	81	–	81	48
134	2806	Donaghmore, m.	Kilcullen, m.	V.T.	R.C.	–	R.C.	67	–	67	48	–	48	26
135	2807	Do.	Rathcoola, m.	V.T.	R.C.	–	R.C.	79	–	79	60	–	60	32
136	2883	Kilmacabea,	Knockskyagh,	A.	R.C.	–	R.C.	84	58	142	56	44	100	40
137	2959	Desertserges,	Aghyohill,		R.C.	–	R.C.	61	60	121	39	40	79	42
138	2981	Abbeymahon,	Lislevane, m.	V.T.	R.C.	–	R.C.	106	–	106	83	–	83	50
139	2982	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	113	113	–	92	92	51
140	3012	Kilmacabea,	Maulatrahane, f.	A.	R.C.	–	R.C.	–	80	80	–	62	62	35
141	3015	Nohavaldaly,	Knocknagree,	V.T.	R.C.	–	R.C.	–	97	97	–	84	84	50
142	3021	Ardnageehy,	Meenane, m.	V.T.	R.C.	–	R.C.	78	–	78	73	–	73	40
143	3022	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	101	101	–	75	75	35
144	3050	Do.	Killuntin,	V.T.	–	E.C.	R.C.	50	59	109	44	47	91	32
145	3150	Canovee,	Canovee,	V.T.	R.C.	–	R.C.	116	112	228	86	83	169	99
146	3160	St. Anne's(Shandon),	St. Patrick's, f.		R.C.	–	R.C.	–	297	297	–	173	173	103
147	3195	Templerobin,	Haulbowline Island,		–	E.C.	R.C.	34	30	64	22	22	44	37
148	3249	Ardnageehy,	Glenville, f.		–	E.C.	R.C.	–	77	77	–	46	46	26
149	3260	Kinsale,	Kinsale, No. 2, m.	V.T.	R.C.	–	R.C.	224	–	224	154	–	154	95
150	3269	Clonmeen,	Lyre, m.	V.T.	R.C.	–	R.C.	105	–	105	73	–	73	45
151	3281	Little Island,	Little Island, m.		R.C.	–	R.C.	93	–	93	66	–	66	42
152	3324	St. Anne's(Shandon),	St. Patrick's, m.		R.C.	–	R.C.	303	–	303	176	–	176	129
153	3342	Donaghmore,	Kilcullen, f.	V.T.	R.C.	–	R.C.	–	56	56	–	41	41	20
154	3343	Do.	Rathcoola, f.	V.T.	R.C.	–	R.C.	–	71	71	–	52	52	26
155	3374	Magourney,	Clontead, m.	V.C.	R.C.	–	R.C.	127	–	127	94	–	94	50
156	3422	Kilmaloda,	Clogagh, m.	V.T.	R.C.	–	R.C.	100	–	100	70	–	70	38
157	3423	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	95	95	–	68	68	35
158	3438	Kilbrin,	Ballygraddy, m.	V.T.	R.C.	–	R.C.	119	–	119	82	–	82	52
159	3439	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	125	125	–	87	87	60
160	3440	Creagh,	Skibbereen, m.	V.T.	R.C.	–	R.C.	133	–	133	95	–	95	50
161	3441	Do.	Do. f.	V.T.	R.C.	–	R.C.	126	–	126	75	–	75	36
162	3464	Ardagh,	Inch, m.	V.T.	R.C.	–	R.C.	60	–	60	39	–	39	21
163	3465	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	91	91	–	68	68	37
164	3501	Dungourney,	Dungourney,		R.C.	–	R.C.	137	–	137	72	–	72	42
165	3548	Kilshannig,	Laharan,	V.T.	R.C.	–	R.C.	62	44	106	39	32	71	40
166	3557	Clear Island,	CapeClear Island, f.		R.C.	–	R.C.	–	61	61	–	43	43	25
167	3588	Aghabulloge,	Aghabulloge, m.		R.C.	–	R.C.	76	–	76	57	–	57	39
168	3589	Do.	Do. f.		R.C.	–	R.C.	–	82	82	–	52	52	32
169	3670	Magourney,	Clontead, f.	V.T.	R.C.	–	R.C.	–	129	129	–	91	91	58
170	3704	Templeroan,	Shanballymore, m.		R.C.	–	R.C.	160	–	160	99	–	99	48
171	3705	Do.	Do. f.		R.C.	–	R.C.	–	99	99	–	64	64	37
172	3722	Kilnaglory,	Ballynora, m.		R.C.	–	R.C.	169	–	169	125	–	125	77
173	3810	Kilmacabea,	Kilmacabea,		R.C.	–	R.C.	47	58	105	31	43	74	35
174	3823	Carrigrohane,	Ballincollig, m.		R.C.	–	R.C.	207	–	207	136	–	136	81
175	3872	Do.	Do. f.		R.C.	–	R.C.	–	208	208	–	134	134	71
176	3885	Abbey,	Abbey,	V.T.	R.C.	–	R.C.	50	49	99	36	34	70	28
177	3886	Kilmeen,	Kishkeam,	V.T.	R.C.	–	R.C.	135	130	265	94	84	178	80
178	3887	Monanimy,	Knockacullata,	V.T.	R.C.	–	R.C.	71	17	88	48	13	61	29
179	3888	Macloneigh,	Castleview,	V.T.	R.C.	–	R.C.	60	88	148	45	66	111	62
180	3929	Desertserges,	Knocks,	V.T.	R.C.	–	R.C.	61	60	121	49	45	94	53
181	3930	Kilshannig,	Kilpadder,	V.T.	R.C.	–	R.C.	123	123	246	89	84	173	93
182	3993	Britway,	Britway,	V.T.	R.C.	–	R.C.	72	69	141	54	51	105	61
183	3995	Inchigeelagh,	Bealanagearry, m.	V.T.	R.C.	–	R.C.	94	–	94	76	–	76	50
184	3996	Cullen,	Cullen, f.	V.T.	R.C.	–	R.C.	–	227	227	–	176	176	103
185	3997	Ballyhooly,	Ballyhooly, m.	V.T.	R.C.	–	R.C.	168	–	168	131	–	131	79
186	3998	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	175	175	–	133	133	62
187	4054	Ballydeloughy,	Ballindangan, m.		R.C.	–	R.C.	108	–	108	65	–	65	35
188	4055	Kinneigh,	Enniskeen, m.		R.C.	–	R.C.	72	–	72	56	–	56	32
189	4056	Kilmichael,	Garranereagh,		R.C.	–	R.C.	52	36	88	33	24	57	29
190	4058	Clonpriest,	Clonpriest, f.		R.C.	–	R.C.	–	110	110	–	87	87	56
191	4059	Caheragh,	Kilnagospagh,		R.C.	–	R.C.	67	68	135	46	48	94	45

a Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stock of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
33	19	17	9	12	90	10·	1 1 3	—	—	42 0 0	3 5 0	—	3 5 0	
38	37	10	7	4	96	9·6	—	—	1 0 0	23 5 0	3 16 9	—	3 16 9	
15	15	5	9	7	51	10·6	0 7 6	—	—	28 0 0	3 11 0	2 0 0	5 11 0	
28	20	4	9	1	62	10·8	0 17 10	—	—	18 0 0	2 9 6	—	2 9 6	
54	40	11	12	4	121	9·8	0 14 11	—	—	24 0 0	—	—	—	
26	17	25	18	–	86	10·5	—	—	—	24 0 0	8 10 0	—	[a]8 10 0	
27	32	12	19	5	95	10·2	1 7 0	—	—	26 15 0	6 0 0	—	6 0 0	
31	24	27	11	8	101	9·9	1 12 6	—	4 0 0	51 11 8	7 0 0	—	7 0 0	
15	25	13	12	5	70	9·8	1 0 0	—	1 0 0	20 0 0	3 5 3	—	3 5 3	
20	25	15	12	8	80	9·8	1 6 0	—	—	30 0 0	6 0 0	—	6 0 0	
8	26	17	22	5	78	10·6	1 4 11	—	1 0 0	30 13 4	7 10 7	—	7 10 7	
26	20	18	5	2	71	9·5	—	—	—	18 3 4	2 4 5	—	2 4 5	
48	15	20	7	3	93	10·9	1 1 0	—	—	30 0 0	1 16 11	—	1 16 11	
57	66	28	29	23	203	10·4	2 11 6	—	—	52 13 4	14 9 3	—	14 9 3	
39	60	34	14	14	161	11·6	1 5 9	—	1 0 0	80 19 5	7 10 8	5 0 0	12 10 8	
12	3	12	8	12	47	8·8	0 11 9	—	—	26 10 0	21 2 2	2 0 0	23 2 2	
18	12	14	7	6	57	9·5	1 11 9	—	—	22 10 0	1 18 8	15 0 0	16 18 8	
63	49	17	15	10	154	8·1	3 2 6	—	2 10 0	55 18 4	5 17 6	—	5 17 6	
38	24	10	13	2	87	10·2	1 14 0	1 10 0	1 0 0	33 5 0	1 19 3	—	1 19 3	
41	10	12	8	4	75	8·8	0 8 4	—	—	28 0 0	4 16 5	—	4 16 5	
56	50	27	23	26	182	9·7	4 6 2	—	2 10 0	71 15 0	27 1 5	10 0 0	37 1 5	
28	5	9	4	–	46	8·3	0 7 6	—	—	16 0 0	0 8 0	1 10 0	1 18 0	
28	16	7	4	4	59	10·3	0 14 8	—	—	20 0 0	1 5 6	—	1 5 6	
25	39	16	11	14	105	9·6	1 10 6	—	2 0 0	38 3 4	6 12 10	—	6 12 10	
21	28	25	5	3	82	10·3	0 19 9	—	—	35 15 0	6 19 11	—	6 19 11	
28	27	12	3	4	74	9·2	1 10 9	—	1 0 0	21 10 0	6 18 6	—	6 18 6	
15	29	13	18	22	97	10·9	3 4 5	—	—	49 0 0	10 5 0	—	10 5 0	
19	34	17	15	13	98	11·1	3 19 11	—	—	54 18 4	7 18 9	—	7 18 9	
–	25	32	21	34	112	10·6	2 10 0	—	7 0 0	88 0 0	12 0 0	—	12 0 0	
64	21	–	–	–	85	6·1	—	—	—	36 0 0	—	—	—	
25	5	5	2	1	38	9·	—	—	—	16 0 0	1 10 0	2 10 0	4 0 0	
24	14	22	8	11	79	10·	0 10 9	—	—	18 0 0	4 5 0	2 10 0	6 15 0	
22	24	12	10	9	77	9·5	1 11 10	—	—	27 13 4	14 13 6	—	14 13 6	
44	17	10	7	6	84	9·7	—	—	—	18 0 0	2 6 2	—	2 6 2	
27	10	8	3	–	48	9·8	—	—	—	16 0 0	0 9 6	—	0 9 6	
10	24	12	9	4	59	10·	1 7 10	—	—	24 15 0	9 6 0	—	9 6 0	
23	10	10	3	6	52	9·	0 10 0	—	—	20 0 0	4 9 2	—	4 9 2	
31	30	17	18	7	103	9·5	1 11 1	1 17 6	1 0 0	48 2 2	4 11 11	—	4 11 11	
38	28	22	22	9	119	10·5	1 11 9	—	—	28 0 0	3 10 0	5 0 0	8 10 0	
28	22	8	12	2	72	9·	1 0 0	—	—	20 0 0	1 0 0	—	1 0 0	
31	28	33	23	29	144	11·3	3 14 11	—	1 0 0	87 11 8	9 14 10	—	9 14 10	
33	33	9	5	4	84	9·7	—	—	3 10 0	47 6 8	—	—	—	
43	58	20	27	2	150	9·2	2 6 2	—	—	75 1 8	10 5 6	—	10 5 6	
79	46	20	20	10	175	9·	1 6 7	2 5 0	—	41 13 4	—	—	—	
31	23	14	10	–	78	8·	—	—	—	18 0 0	2 16 6	3 10 0	6 6 6	
85	50	35	10	5	185	10·4	1 0 3	—	2 0 0	64 16 8	11 0 0	—	11 0 0	
22	10	16	12	1	61	9·3	0 10 11	—	—	18 0 0	1 16 2	—	1 16 2	
33	32	15	31	10	121	10·5	1 5 3	—	1 10 0	57 0 0	7 5 6	—	7 5 6	
21	25	33	29	–	108	10·	1 10 10	—	—	32 0 0	9 10 6	—	9 10 6	
66	65	33	21	9	194	9·7	1 17 6	—	—	55 6 8	8 10 0	—	8 10 0	
58	29	13	11	10	121	9·8	2 0 0	—	—	26 16 8	7 8 7	—	7 8 7	
40	21	13	10	5	89	9·5	1 7 3	—	1 0 0	52 13 4	1 10 0	—	1 10 0	
48	63	35	28	26	200	9·2	3 7 2	—	3 0 0	60 6 8	10 0 0	—	10 0 0	
37	47	26	18	7	135	9·7	3 13 6	0 19 0	3 10 0	65 13 4	9 7 8	—	9 7 8	
71	22	28	16	7	144	10·2	3 5 3	—	4 10 0	65 8 4	5 2 11	—	5 2 11	
19	27	18	6	6	76	10·2	—	1 17 6	—	48 3 4	—	—	—	
22	9	10	11	12	64	11·	2 4 9	1 10 0	—	24 0 0	5 3 5	0 15 0	5 18 5	
27	14	7	3	1	52	9·	0 11 0	1 10 0	—	30 15 0	1 3 6	—	1 3 6	
26	37	19	4	10	96	9·5	2 10 6	1 17 6	—	34 0 0	8 0 5	2 0 0	[a]10 0 5	
30	37	13	18	6	104	10·	0 14 8	1 17 6	1 10 0	46 13 4	5 0 0	—	5 0 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
192	4118	Lisgoold, .	Leamlara, . m.	v.t.	R.C.	–	R.C.	99	–	99	72	–	72	42
193	4122	Templemollaga,	Knockanevin, m.	v.t.	R.C.	–	R.C.	106	–	106	62	–	62	25
194	4123	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	119	119	–	91	91	47
195	4124	Do. . .	Graigue, . m.	v.t.	R.C.	–	R.C.	124	–	124	73	–	73	35
196	4125	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	66	66	–	59	59	27
197	4126	Kildorrery, .	Scart, . . m.	v.t.	R.C.	–	R.C.	150	–	150	121	–	121	53
198	4127	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	147	147	–	94	94	35
199	4129	Doneraile, .	Skehanabeg, f.	v.t.	R.C.	–	R.C.	51	60	111	37	36	73	37
200	4152	Knockavilly, .	Knockavilly, .		R.C.	–	R.C.	173	–	173	118	–	118	62
201	4172	Skull, . .	Lowertown, m.	v.t.	R.C.	–	R.C.	94	104	198	52	60	112	56
202	4185	Inchigeelagh, .	Inchigeelagh, f.		R.C.	–	R.C.	–	101	101	–	77	77	45
203	4186	Inishcarra, .	Berrings, . m.	v.t.	R.C.	–	R.C.	109	–	109	76	–	76	37
204	4187	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	134	134	–	95	95	47
205	4230	Lisgoold, . .	Lisgoold, . m.	v.t.	R.C.	–	R.C.	85	–	85	59	–	59	38
206	4231	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	92	92	–	62	62	43
207	4239	Buttevant, .	Buttevant, . f.		R.C.	–	R.C.	–	224	224	–	129	129	69
208	4250	St. Finbar's, .	Ballintemple, .		R.C.	–	R.C.	47	70	117	34	50	84	59
209	4350	Doneraile, .	Ballinvoneir, .		R.C.	–	R.C.	68	41	109	46	28	74	33
210	4440	Cullen, . .	Cullen, . m.	v.t.	R.C.	–	R.C.	214	–	214	135	–	135	66
211	4442	Clonpriest, .	Kyle, . . .	v.c.	R.C.	–	R.C.	62	61	123	39	42	81	50
212	4443	Nohoval, . .	Rennies, . .	v.t.	R.C.	–	R.C.	122	79	201	78	58	136	68
213	4444	Castlehaven, .	Dooneen, . m.	v.c.	R.C.	–	R.C.	88	–	88	70	–	70	37
214	4445	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	90	90	–	69	69	38
215	4446	Kilmeen, . .	Boherboy, . m.	v.t.	R.C.	–	R.C.	160	–	160	99	–	99	62
216	4447	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	230	230	–	142	142	76
217	4448	Clonmeen, .	Clonmeen, . m.	v.c.	R.C.	–	R.C.	83	–	83	57	–	57	28
218	4449	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	79	79	–	53	53	28
219	4451	Magourney, .	Tullig, . m.	v.t.	R.C.	–	R.C.	70	–	70	55	–	55	32
220	4452	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	63	63	–	49	49	26
221	4453	Gortroe, . .	Gortroe, . m.	v.t.	R.C.	–	R.C.	64	–	64	50	–	50	29
222	4454	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	82	82	–	70	70	47
223	4456	Newmarket, .	Newmarket, f.	v.t.	R.C.	–	R.C.	–	242	242	–	158	158	94
224	4457	Clondrohid, .	Carriganimmy, .	v.t.	R.C.	–	R.C.	65	80	145	54	42	96	45
225	4578	Ardinagh, .	Ballyvongane, m.		R.C.	–	R.C.	65	–	65	58	–	58	29
226	4579	Do. . .	Do. . . f.		R.C.	–	R.C.	–	78	78	–	58	58	33
227	4599	Carrigaline, .	Shanbally, . .		R.C.	–	R.C.	87	52	139	51	26	77	46
228	4680	Barnabeahy, .	Ringaskiddy, m.		R.C.	–	R.C.	120	–	120	91	–	91	46
229	4701	Templerobin, .	Spike Island, .		–	E.C.	R.C.	83	–	83	60	–	60	47
230	4755	Kilshannig, .	Glantane, . m.	v.c.	R.C.	–	R.C.	137	–	137	100	–	100	56
231	4756	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	121	121	–	85	85	48
232	4836	Killaconenagh, .	Balhuskery, .	v.c.	R.C.	–	R.C.	53	59	112	27	38	65	29
233	4837	Glanworth, .	Glanworth, . m.	v.c.	R.C.	–	R.C.	114	–	114	81	–	81	51
234	4838	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	98	98	–	73	73	41
235	4839	Tullagh, . .	Sherkin Island, f.	v.c.	R.C.	–	R.C.	–	47	47	–	35	35	24
236	4843	Killaconenagh, .	Castletown, m.	v.c.	R.C.	–	R.C.	168	–	168	120	–	120	80
237	4844	Do. . .	Do. . . f.	v.c.	R.C	–	R.C.	–	93	93	–	65	65	43
238	4845	Kilkaskin, .	Derryconnery, .	v.c.	R.C.	–	R.C.	61	27	88	25	12	37	25
239	4893	Ringrone, .	Ballymacaw, .		R.C.	–	R.C.	54	50	104	41	39	80	34
240	4953	Castlemagner, .	Ballyhass, . m.	v.c.	–	E.C.	R.C.	152	–	152	105	–	105	63
241	4954	Do. . .	Do. . . f.	v.c.	–	E.C.	R.C.	–	110	110	–	85	85	46
242	5029	Ballymodan, .	Bandon, . m.		R.C.	–	R.C.	276	–	276	172	–	172	83
243	5055	Kinneigh, .	Enniskeen, . f.		R.C.	–	R.C.	–	89	89	–	64	64	33
244	5093	Imphrick, .	Newtown, . m.		R.C.	–	R.C.	112	–	112	89	–	89	49
245	5140	Creagh, . .	Skibbereen, (2), m.	v.t.	R.C.	–	R.C.	141	–	141	67	–	67	36
246	5141	Do. . .	Do. . (2), f.	v.t.	R.C.	–	R.C.	–	132	132	–	68	68	32
247	5147	Kilshannig, .	Glashaboy, . .	v.c.	R.C.	–	R.C.	127	–	127	95	–	95	49
248	5187	Templeusque, .	Riverstown, m.		R.C.	–	R.C.	149	–	149	91	–	91	49
249	5188	Dromdaleague,	Dromdaleague, .		R.C.	–	R.C.	164	–	164	96	–	96	46
250	5190	Wallstown, .	Wallstown, . m.		R.C.	–	R.C.	79	–	79	52	–	52	28
251	5258	Killeagh, . .	Killeagh, . f.		R.C.	–	R.C.	–	118	118	–	79	79	52
252	5298	Carrigleamleary,	Clenor and Carrig,		R.C.	–	R.C.	89	–	89	59	–	59	30
253	5334	Marmullane, .	Passage West, m.		R.C.	–	R.C.	225	–	225	148	–	148	84
254	5335	Do. . .	Do. . . f.		R.C.	–	R.C.	–	166	166	–	112	112	58

* Residence free.

1863.—Province of Munster : County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
19	36	15	10	4	84	9·6	0 10 5	1 10 0	—	18 0 0	8 3 11	—	8 3 11	
26	20	14	3	–	63	10·	—	—	—	24 0 0	1 10 0	—	1 10 0	
25	25	24	4	12	90	9·2	0 17 3	—	—	40 0 0	6 0 0	—	6 0 0	
15	20	13	3	2	53	10·	1 15 9	—	—	13 16 8	2 9 9	—	2 9 9	
28	8	13	14	4	67	9·	0 14 0	—	—	19 6 8	1 0 0	—	1 0 0	
52	32	30	16	15	145	11·4	—	1 17 6	—	42 0 0	7 0 0	—	7 0 0	
60	21	16	19	10	126	7·2	—	1 10 0	—	18 6 8	—	—	—	
57	24	10	10	–	101	8·5	1 19 10	—	—	13 13 4	—	—	—	
34	44	32	21	12	143	10·7	1 0 0	1 17 6	—	49 5 0	7 0 0	—	7 0 0	
27	29	36	27	15	134	11·2	1 10 0	—	1 0 0	42 3 4	6 5 5	—	6 5 5	
37	24	10	10	5	86	8·5	1 14 0	1 17 6	1 10 0	41 6 8	2 11 0	—	2 11 0	
32	25	14	15	6	92	9·5	1 8 11	—	—	24 0 0	4 15 2	—	4 15 2	
19	32	19	14	11	95	9·5	1 5 3	—	3 0 0	38 13 4	8 2 8	—	8 2 8	
18	15	10	14	4	61	10·1	1 3 11	1 17 6	—	18 0 0	3 11 11	—	3 11 11	
21	20	22	11	3	77	10·6	1 15 7	1 10 0	4 0 0	44 15 0	7 9 3	—	7 9 3	
54	16	19	16	24	129	9·8	—	2 5 0	2 0 0	60 0 0	4 15 9	—	4 15 9	
41	24	11	5	–	81	6·8	2 0 6	1 17 6	—	23 13 4	5 17 7	—	5 17 7	
30	26	10	5	–	71	8·6	0 13 0	—	—	37 0 0	4 14 7	—	4 14 7	
38	27	33	33	17	148	9·6	1 16 6	—	2 0 0	53 3 4	10 0 0	—	10 0 0	
42	29	17	8	2	98	10·8	1 1 6	1 10 0	—	15 15 0	6 6 0	—	6 6 0	
58	40	26	25	15	164	9·3	1 9 6	2 5 0	3 0 0	38 16 8	8 14 6	—	8 14 6	
36	15	11	15	–	77	9·4	0 12 0	—	—	24 0 0	1 18 6	—	1 18 6	
24	27	14	9	–	74	9·4	1 0 6	—	—	38 15 0	0 19 0	—	0 19 0	
24	42	24	15	11	116	12·4	1 11 9	—	2 0 0	39 0 0	6 16 1	—	6 16 1	
38	47	33	37	8	163	10·7	2 6 1	—	—	50 7 2	6 0 0	—	6 0 0	
33	10	9	8	3	63	9·2	1 0 6	—	—	24 0 0	3 1 7	—	3 1 7	
26	15	10	8	3	62	8·	1 0 6	—	—	14 0 0	1 11 0	—	1 11 0	
26	11	11	9	–	57	8·4	0 12 0	1 10 0	—	18 0 0	6 7 6	—	6 7 6	
18	7	7	16	1	49	9·4	0 10 3	1 10 0	—	16 0 0	2 1 7	—	2 1 7	
15	15	23	7	1	61	11·3	1 1 9	—	—	21 15 0	4 18 3	—	4 18 3	
24	26	13	9	3	75	9·5	1 0 3	—	—	34 0 0	8 10 0	—	8 10 0	
59	51	40	28	3	181	9·5	5 15 8	—	2 0 0	64 0 0	11 0 8	2 0 0	13 0 8	
44	27	17	33	3	124	11·	2 19 11	—	—	26 0 0	6 19 0	—	6 19 0	
23	15	16	6	4	64	10·1	1 9 6	—	—	16 0 0	1 2 6	—	1 2 6	
30	18	8	5	7	68	9·4	0 11 9	—	—	20 0 0	4 10 8	—	4 10 8	
41	20	23	6	5	95	9·5	2 5 0	—	—	21 18 4	7 18 4	—	7 18 4	
34	24	15	17	9	99	9·3	1 6 0	—	3 0 0	42 0 0	13 3 0	—	13 3 0	
20	17	15	10	5	67	9·8	2 5 0	—	2 10 0	54 16 8	12 3 5	8 0 0	20 3 5	
34	31	27	11	10	113	9·5	1 0 3	—	—	41 3 4	7 1 9	—	7 1 9	
27	29	22	12	6	96	9·3	3 0 9	—	—	46 8 4	6 0 1	—	6 0 1	
36	17	18	11	1	83	9·4	0 10 4	—	—	26 8 4	1 13 1	—	1 13 1	
27	37	14	7	9	94	9·2	1 5 3	1 10 0	—	32 0 0	4 5 0	—	4 5 0	
17	29	13	12	11	82	10·3	1 5 3	1 10 0	—	30 0 0	3 6 2	—	3 6 2	
12	3	10	9	7	41	9·6	1 0 6	—	4 0 0	36 0 0	2 0 0	—	2 0 0	
34	34	31	20	19	138	10·	1 6 6	1 17 6	—	73 15 0	20 19 7	—	20 19 7	
21	12	12	13	14	72	9·4	0 15 11	1 10 0	4 10 0	54 16 8	4 5 0	—	4 5 0	
32	12	16	3	–	63	12·	0 10 3	1 10 0	—	18 0 0	1 0 0	—	1 0 0	
30	23	15	11	5	84	9·8	—	—	—	23 3 4	2 19 10	—	2 19 10	
27	23	29	21	22	122	11·	5 13 3	5 7 4	—	50 10 0	12 15 0	5 0 0	17 15 0	
40	29	8	8	11	96	8·4	0 10 3	1 10 0	—	33 0 0	7 0 0	1 10 0	8 10 0	
64	77	29	17	5	192	9·5	0 17 6	—	—	38 3 4	6 10 2	12 0 0	18 10 2	
23	15	15	15	5	73	10·3	—	—	1 10 0	24 5 0	3 8 2	0 10 0	3 18 2	
23	37	18	14	7	99	9·1	1 4 0	—	—	33 10 0	6 18 3	—	6 18 3	
17	22	16	4	8	67	9·5	—	0 19 0	4 0 0	48 5 0	6 0 10	—	6 0 10	
–	55	26	16	1	98	11·2	1 5 1	—	—	30 0 0	—	—	—	
33	27	26	14	5	105	10·	1 14 10	—	3 0 0	35 18 4	—	—	—	
35	27	16	13	8	99	10·3	1 11 2	—	—	24 0 0	8 1 2	—	8 1 2	
23	39	25	23	2	112	11·2	1 0 6	—	—	46 0 0	10 19 11	—	10 19 11	
17	17	14	5	10	63	10·6	0 10 9	—	—	28 0 0	3 6 6	0 10 0	[a]3 16 6	
39	12	24	13	6	94	9·1	1 16 4	—	—	40 0 0	8 15 9	—	8 15 9	
30	14	17	6	4	71	9·	0 12 9	1 10 0	—	28 0 0	3 15 6	—	3 15 6	
81	39	19	23	20	182	9·5	2 4 0	2 5 0	—	56 8 4	14 18 11	—	14 18 11	
38	30	25	20	17	130	9·7	1 7 1	1 17 6	2 10 0	60 5 0	14 8 3	—	14 8 3	

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
255	5343	Ballynoe,	Ballynoe, m.	v.c.	R.C.	–	R.C.	112	–	112	93	–	93	56
256	5344	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	91	91	–	75	75	47
257	5345	Knocknourno,	Conna, m.	v.c.	R.C.	–	R.C.	118	–	118	92	–	92	58
258	5346	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	135	135	–	135	135	69
259	5374	Drinagh,	Lettergorman,		R.C.	–	R.C.	58	57	115	42	40	82	52
260	5375	Carragaline,	Douglas, m.		R.C.	–	R.C.	230	–	230	136	–	136	98
261	5376	Kilmichael,	Gneeves,		R.C.	–	R.C.	86	77	163	62	62	124	68
262	5377	Kilnamanagh,	Cloan,		R.C.	–	R.C.	139	–	139	84	–	84	47
263	5477	Kilbrogan,	Laragh, v.c.		R.C.	–	R.C.	88	59	147	63	44	107	67
264	5478	Clonfert,	Rockchapel, m.	v.c.	R.C.	–	R.C.	138	–	138	94	–	94	54
265	5479	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	100	100	–	70	70	34
266	5488	Ringrone,	Old Head of Kinsale,		R.C.	–	R.C.	74	57	131	54	39	93	60
267	5489	Glenahulla,	Glenahulla, m.		R.C.	–	R.C.	68	60	128	50	53	103	64
268	5508	Carragaline,	Douglas, f.		R.C.	–	R.C.	–	201	201	–	126	126	80
269	5519	Kilmahon,	Ballybrahir,		R.C.	–	R.C.	93	71	164	54	43	97	42
270	5565	Kilkaskin,	Trafrask, m.	v.c.	R.C.	–	R.C.	108	–	108	63	–	63	32
271	5566	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	99	99	–	59	59	27
272	5567	Do.	Adrigole, m.	v.c.	R.C.	–	R.C.	70	–	70	44	–	44	28
273	5568	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	68	68	–	43	43	25
274	5588	Kilmocomoge,	Dromgariff,		R.C.	–	R.C.	38	32	70	25	20	45	24
275	5590	Bandon,	Shannon-st. (Bandon),		R.C.	–	R.C.	138	–	138	98	–	98	66
276	5656	Kilmore,	Goleen, m.		R.C.	–	R.C.	112	–	112	75	–	75	38
277	5657	Do.	Do. f.		R.C.	–	R.C.	–	115	115	–	78	78	34
278	5701	Kilmacabea,	Clonkeen, f.	v.c.	R.C.	–	R.C.	–	107	107	–	86	86	44
279	5708	St. Michael's,	Ballinvriskig,		R.C.	–	R.C.	59	66	125	35	42	77	42
280	5709	Templeusque,	Riverstown, f.		R.C.	–	R.C.	–	109	109	–	77	77	40
281	5710	Skull,	Dereenard,		R.C.	–	R.C.	67	69	136	33	30	63	32
282	5716	Castlehaven,	Castletownsend, m.	v.c.	R.C.	–	R.C.	155	–	155	94	–	94	45
283	5717	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	110	110	–	76	76	36
284	5726	Skull,	Kiltcomane,		R.C.	–	R.C.	62	52	114	40	36	76	35
285	5744	Kilcatherine,	Inner Ardgroom,		R.C.	–	R.C.	137	–	137	93	–	93	41
286	5768	Churchtown,	Churchtown, m.		R.C.	–	R.C.	112	–	112	96	–	96	58
287	5769	Do.	Do. f.		R.C.	–	R.C.	–	116	116	–	84	84	48
288	5771	Ballymoney,	Ballinacarriga, m.		R.C.	–	R.C.	102	–	102	71	–	71	44
289	5772	Do.	Do. f.		R.C.	–	R.C.	–	81	81	–	64	64	40
290	5809	Blarney,	Blarney Village,		R.C.	–	R.C.	106	–	106	66	–	66	33
291	5801	Moviddy,	Ahaunduff, f.		R.C.	–	R.C.	–	153	153	–	109	109	62
292	5814	Tracton,	Robert's Cove,		E.C.	–	E.C.	62	50	112	43	38	81	34
293	5852	Drinagh,	Paddock, f.		R.C.	–	R.C.	–	110	110	–	71	71	34
294	5854	Rathclarin,	Kilbrittain,		R.C.	–	R.C.	214	156	370	124	84	208	111
295	5855	Kilmurry,	Kilmurry, m.		R.C.	–	R.C.	101	–	101	74	–	74	48
296	5866	Kilcrohane,	Rossnacaheiagh,		R.C.	–	R.C.	62	43	105	37	22	59	32
297	5868	Skull,	Long Island,		R.C.	–	R.C.	34	27	61	25	20	45	21
298	5904	Ballydeloher,	Brooklodge,		R.C.	–	R.C.	65	57	122	43	38	81	41
299	5906	Ballyfeard,	Ballingarry,		R.C.	–	R.C.	62	30	92	43	21	64	34
300	5907	Kilmonoge,	Belgooly,		R.C.	–	R.C.	82	66	148	58	49	107	55
301	5944	Templeomalius,	Darrary,		R.C.	–	R.C.	153	25	178	96	7	103	44
302	5959	Kilcoe,	Kilcoe, m.		R.C.	–	R.C.	107	–	107	90	–	90	32
303	5960	Do.	Do. f.		R.C.	–	R.C.	–	110	110	–	70	70	33
304	5976	Mourne Abbey,	Burnfort, m.		R.C.	–	R.C.	150	134	284	89	89	178	82
305	5985	Athnowen,	Ovens, f.		R.C.	–	R.C.	–	152	152	–	115	115	62
306	6001	Drinagh,	Driminidy,		R.C.	–	R.C.	72	53	125	47	40	87	46
307	6009	Kilfaughnabeg,	Reenogrena, m.	v.c.	R.C.	–	R.C.	65	–	65	50	–	50	28
308	6010	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	64	64	–	46	46	26
309	6069	Kilcrohane,	Caher,		R.C.	–	R.C.	62	47	109	38	34	72	43
310	6085	St. Finbar's,	Togher,		R.C.	–	R.C.	56	52	108	38	16	54	38
311	6137	Clonmult,	Clonmult,		R.C.	–	R.C.	60	54	114	47	38	85	49
312	6138	Kilcrohane,	Gortalassa,		R.C.	–	R.C.	52	50	102	24	36	70	37
313	6139	Caherlag,	New Glanmire, f.		R.C.	–	R.C.	–	87	87	–	66	66	42
314	6173	Skull,	Derreenlomane,		R.C.	–	R.C.	72	60	132	48	38	86	43
315	6217	Rahan,	Knuttery,		R.C.	–	R.C.	52	56	108	31	32	63	31
316	6254	Kilnamanagh,	Cloan, f.		R.C.	–	R.C.	–	127	127	–	78	78	40

[a] Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
19	30	30	6	11	96	10·6	0 17 3	—	1 10 0	43 17 6	6 16 11	3 15 0	10 11 11
27	27	15	4	6	79	9·2	1 19 10	—	1 10 0	46 0 0	5 19 7	3 15 0	9 14 7
13	29	17	26	17	102	10·6	4 5 6	—	—	34 6 8	12 17 0	4 15 0	17 12 0
30	33	26	14	10	113	9·	1 12 5	—	1 0 0	41 13 4	5 11 4	4 15 0	10 6 4
18	35	24	15	6	98	10·3	1 14 10	1 10 0	—	39 0 0	4 0 9	—	4 0 9
38	38	56	25	10	167	8·3	6 4 0	3 18 3	5 10 0	50 11 8	3 17 2	—	3 17 2
63	40	23	14	2	142	10·	1 0 9	1 17 6	—	51 10 0	5 2 6	—	5 2 6
38	21	18	10	10	97	9·	1 0 1	1 17 6	2 0 0	36 13 4	7 15 10	—	7 15 10
30	38	36	18	8	125	9·5	3 5 3	—	1 0 0	37 18 4	16 15 0	5 0 0	21 15 0
34	24	23	24	4	109	9·5	1 9 8	—	—	27 1 8	3 15 6	—	3 15 6
32	15	9	11	2	69	8·7	0 11 4	—	1 0 0	23 6 8	—	—	—
40	22	12	16	5	95	8·5	—	1 17 6	2 10 0	37 3 4	11 0 0	—	11 0 0
60	32	17	19	—	128	9·5	0 18 1	1 10 0	—	14 0 0	4 0 0	—	4 0 0
36	47	34	13	14	144	8·5	4 3 3	1 10 0	—	45 6 8	14 1 5	—	14 1 5
47	31	12	8	3	101	9·3	—	1 10 0	—	39 0 0	2 17 8	—	[a]2 17 8
27	26	16	9	6	84	10·	1 0 0	—	3 0 0	59 0 0	3 14 0	—	3 14 0
19	27	14	11	10	81	10·9	1 18 3	—	1 10 0	29 16 8	1 11 0	—	1 11 0
18	15	12	4	3	52	10·6	0 11 9	—	—	18 0 0	1 18 0	—	1 18 0
22	5	12	9	4	52	10·3	0 12 0	—	—	14 0 0	1 19 0	—	1 19 0
14	9	15	11	—	49	9·5	0 19 3	1 10 0	—	31 6 8	6 0 0	—	6 0 0
15	21	26	26	13	101	9·9	4 12 3	2 5 0	—	87 8 4	15 9 10	8 0 0	23 9 10
43	22	23	4	7	99	10·	2 1 0	—	—	26 6 8	1 5 1	—	1 5 1
37	28	11	22	4	102	10·1	—	—	—	23 13 6	0 10 0	—	0 10 0
29	28	17	8	8	90	9·5	1 14 10	—	—	28 0 0	—	—	—
23	25	23	13	8	92	9·3	2 3 1	—	—	24 0 0	11 18 5	—	11 18 5
29	21	18	8	4	80	9·7	0 16 0	—	—	32 0 0	8 12 0	—	8 12 2
24	25	4	24	—	77	9·6	0 10 3	—	—	27 10 0	4 18 2	—	4 18 0
24	35	23	13	9	104	10·7	1 10 7	—	—	34 10 0	2 10 0	—	2 10 9
32	28	13	7	8	88	10·2	0 19 6	—	—	19 18 4	2 17 9	—	2 17 0
24	18	14	17	14	87	11·5	0 10 7	—	—	33 0 0	6 0 0	—	6 0 0
50	36	27	8	1	122	10·2	1 8 2	1 17 6	—	50 13 4	2 13 0	—	2 13 0
21	23	27	12	12	95	10·3	2 4 2	—	—	29 8 4	7 8 6	—	7 8 6
16	16	21	23	11	87	9·9	2 8 0	—	1 0 0	33 10 0	8 10 0	—	8 10 0
39	13	12	9	10	83	9·	0 8 0	—	8 0 0	39 1 8	9 4 5	—	9 4 5
20	23	15	10	2	70	9·7	0 10 0	—	1 0 0	29 15 0	4 0 0	—	4 0 0
23	25	4	11	13	76	10·1	0 13 4	—	—	25 10 0	6 17 0	—	6 17 0
32	35	21	17	12	117	10·3	2 3 0	—	—	42 0 0	10 8 7	—	10 8 7
41	12	21	7	—	81	9·3	—	—	—	28 0 0	3 3 6	13 0 0	16 3 6
27	29	11	12	1	80	10·4	0 10 7	—	—	26 0 0	2 17 0	—	2 17 0
78	74	46	31	22	251	10·2	4 7 1	—	2 0 0	84 15 0	27 12 8	—	27 12 8
21	24	16	16	5	82	10·4	1 14 0	—	—	28 0 0	8 7 6	—	8 7 6
17	16	16	19	2	70	10·	1 3 6	—	—	35 0 0	5 18 1	—	5 18 1
34	9	4	4	—	51	10·	—	—	—	16 0 0	1 4 0	—	1 4 0
45	12	22	11	—	90	8·9	0 15 3	—	—	24 0 0	4 2 0	—	4 2 0
30	17	13	9	6	75	10·1	0 10 3	—	1 0 0	24 0 0	10 5 0	—	10 5 0
44	34	15	24	10	127	9·4	1 9 3	—	1 10 0	41 15 0	10 7 9	—	10 7 9
45	26	35	20	8	134	10·	1 1 0	—	1 0 0	41 1 8	6 5 10	1 0 0	7 5 10
27	27	22	19	5	100	11·2	1 0 0	—	—	15 0 0	1 15 0	—	1 15 0
30	20	14	6	9	79	11·	1 0 6	—	3 0 0	20 10 0	3 8 7	—	3 8 7
50	75	39	29	12	205	10·	2 0 1	—	—	35 6 8	6 1 2	—	6 1 2
52	33	21	22	3	131	8·	2 1 3	—	—	44 6 8	8 15 0	—	8 15 0
38	31	26	7	1	103	10·	1 2 0	—	—	31 5 0	5 0 8	—	5 0 8
19	18	15	5	—	57	9·9	0 15 8	1 10 0	—	21 0 0	1 16 2	—	1 16 2
19	10	17	6	1	53	8·5	1 4 3	1 10 0	—	20 0 0	2 2 7	—	2 2 7
23	26	14	14	5	82	9·7	1 2 6	—	1 10 0	38 0 0	6 7 10	—	6 7 10
54	20	18	7	1	100	8·	3 1 3	—	—	25 13 4	11 19 2	—	11 19 2
27	34	14	8	11	94	10·4	0 14 0	—	—	30 0 0	3 14 3	—	3 14 3
32	25	10	13	—	80	11·4	0 17 0	—	—	24 0 0	4 10 6	—	4 10 6
15	21	16	8	13	73	9·8	1 3 1	—	—	24 0 0	9 1 2	—	9 1 2
31	28	37	17	—	113	10·5	1 0 8	—	—	17 13 2	4 14 6	—	4 14 6
41	16	15	10	—	82	8·4	1 10 2	1 10 0	—	15 12 6	0 15 9	2 0 0	[a]2 15 9
45	13	9	15	4	86	9·2	—	1 10 0	—	27 15 0	3 16 0	—	3 16 0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females	Total.	
317	6267	Skull, . .	Rossbrin, . .		R.C.	–	R.C.	112	81	193	72	49	121	58
318	6296	Knocktemple, .	Freemount, f.	V.C.	R.C.	–	R.C.	–	114	114	–	84	84	52
319	6300	Mourne Abbey, .	Kilquane, . .		R.C.	–	R.C.	84	65	149	57	44	101	54
320	6307	Mogela, . .	Curroglass, . .		R.C.	–	R.C.	73	62	135	59	48	107	64
321	6333	Kilmurry, .	Kilmurry, . f.		R.C.	–	R.C.	–	127	127	–	92	92	66
322	6342	Matehey, . .	Vicarstown, m.		R.C.	–	R.C.	151	–	151	113	–	113	57
323	6351	Ardagh, . .	Park, . . .		R.C.	–	R.C.	50	48	98	38	36	74	46
324	6369	Kinure, . .	Oysterhaven, .		R.C.	–	R.C.	49	52	101	34	36	70	39
325	6403	Kilcrohane, .	Gouladoo, . .		R.C.	–	R.C.	33	22	55	21	16	37	20
326	6424	Desertserges, .	Kilcolman, . .		R.C.	–	R.C.	64	51	115	40	35	75	42
327	6446	Ballymartle, .	Ballymartle, f.		R.C.	–	R.C.	–	74	74	–	59	59	39
328	6447	Fanlobbus, .	Inch, . . .		R.C.	–	R.C.	45	37	82	29	22	51	31
329	6457	Ross, . .	Reanascreena, .	V.C.	–	E.C.	R.C.	84	–	84	67	–	67	41
330	6463	Kilmocomoge, .	Whiddy Island, .		R.C.	–	R.C.	30	38	68	34	25	49	29
331	6476	Kilmoney, .	Kilmoney, . f.		R.C.	–	R.C.	–	140	140	–	93	93	56
332	6508	Macroom, .	Macroom, prep. m.		R.C.	–	R.C.	313	–	313	165	–	165	90
333	6509	Do. . .	Do. . . f.		R.C.	–	R.C.	–	238	238	–	208	208	116
334	6529	Dromdaleague,	Dromdaleague, f.		R.C.	–	R.C.	–	128	128	–	82	82	42
335	6531	Murragh, . .	Newcestown, f.		R.C.	–	R.C.	–	83	83	–	59	59	31
336	6532	Kilquane, .	Knockraha, . f.		R.C.	–	R.C.	–	99	99	–	60	60	35
337	6533	Ross, . .	Lisavaird, . m.		R.C.	–	R.C.	102	–	102	72	–	72	40
338	6534	Drinagh, . .	Lisbealad, . .		R.C.	–	R.C.	57	65	122	50	54	104	39
339	6611	Ross, . .	Lisavaird, . f.		R.C.	–	R.C.	–	97	97	–	62	62	38
340	6650	Lislee, . .	Butlerstown, f.		R.C.	–	R.C.	–	117	117	–	92	92	53
341	6651	Kilnamanagh, .	Cahermore, . .		R.C.	–	R.C.	77	59	136	48	42	90	47
342	6691	Kilmahon, .	Kilmahon, . f.		R.C.	–	R.C.	–	90	90	–	70	70	37
343	6692	Timoleague, .	Timoleague, f.		R.C.	–	R.C.	–	125	125	–	87	87	51
344	6693	Kilmocomoge, .	Kealkill, . .		R.C.	–	R.C.	119	102	221	56	47	103	54
345	6694	Do. . .	Bantry (2), . .		R.C.	–	R.C.	62	11	73	34	4	38	26
346	6716	Dromdaleague, .	Deelish, . .	V.C.	R.C.	–	R.C.	78	62	140	52	39	91	38
347	6717	Dromtarriff, .	Colthurst, . m.	V.C.	R.C.	–	R.C.	126	–	126	85	–	85	57
348	6718	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	114	114	–	80	80	47
349	6767	St. Peter's,	SS. Peter & Paul's, No. 2, f.		R.C.	–	R.C.	105	160	265	58	74	132	74
350	6768	Fanlobbus, .	Behagh, . .		R.C.	–	R.C.	50	41	91	35	25	60	40
351	6781	Macroom, .	Ballynagree, m.		R.C.	–	R.C.	80	–	80	47	–	47	28
352	6785	Do. . .	Do. . . f.		R.C.	–	R.C.	–	56	56	–	41	41	25
353	6786	Aghinagh, .	Carrigadrohid, .		R.C.	–	R.C.	64	75	139	45	47	92	48
354	6824	Ballyvourney, .	Coolea, . .		R.C.	–	R.C.	71	64	135	55	43	98	50
355	6834	Farahy, . .	Farahy, . f.	V.C.	E.C.	–	R.C.	–	72	72	–	61	61	38
356	6845	Castlelyons, .	Castlelyons, f.	V.C.	–	E.C.	R.C.	–	148	148	–	113	113	65
357	6860	Kilmeen, . .	Ballingurteen, .		R.C.	–	R.C.	40	58	98	27	44	71	42
358	6883	Kinneigh, .	Castletown (2), m.		R.C.	–	R.C.	69	–	69	51	–	51	28
359	6885	Carrigleamleary,	Clenor & Carrig, f.		R.C.	–	R.C.	–	79	79	–	45	45	23
360	6886	Kinneigh, .	Castletown (2), f.		R.C.	–	R.C.	–	79	79	–	59	59	30
361	6914	Lisgoold, . .	Leamlara, . f.	V.T.	R.C.	–	R.C.	–	79	79	–	56	56	32
362	6933	Creagh, . .	Drishanemore, .		R.C.	–	R.C.	51	39	90	33	29	62	30
363	7006	Ballyclough, .	Ballyclough, m.		R.C.	–	R.C.	138	–	138	99	–	99	58
364	7007	Ballyclough, .	Ballyclough, f.		R.C.	–	R.C.	–	124	124	–	79	79	51
365	7026	Garrycline, .	Blarney Village, f.		R.C.	–	R.C.	–	98	98	–	68	68	39
366	7056	Killaghanenagh,	Rossmacowan, f.	A.	–	R.C.	R.C.	–	86	86	–	64	64	37
367	7066	Kilcrohane, .	Kilcrohane, . .		R.C.	–	R.C.	40	47	87	24	31	55	30
368	7067	Wallstown, .	Wallstown, . f.		R.C.	–	R.C.	–	55	55	–	37	37	20
369	7085	Buttevant, .	Grange, . m.		R.C.	–	R.C.	81	48	129	50	27	77	35
370	7101	Kilmocomogue,	Inchiclough, .		R.C.	–	R.C.	87	64	151	47	31	78	42
371	7115	Liscarroll, .	Liscarroll, . f.		R.C.	–	R.C.	–	122	122	–	85	85	49
372	7127	Ballyhairy, .	Newtown, . f.		R.C.	–	R.C.	–	142	142	–	92	92	43
373	7138	Newmarket, .	Meelin, . m.	V.C.	R.C.	–	R.C.	117	–	117	76	–	76	39
374	7155	Kilcatherine, .	Urhin, . .		R.C.	–	R.C.	108	95	203	62	46	108	49
375	7156	Knockavilla, .	Knockavilla, f.		R.C.	–	R.C.	–	132	132	–	96	96	44
376	7241	Barnahely, .	Ringaskiddy, f.		R.C.	–	R.C.	–	119	119	–	84	84	44
377	7242	Inishcarra, .	Cloghroe, . m.		R.C.	–	R.C.	131	–	131	89	–	89	46
378	7243	Do. . .	Do. . . f.		R.C.	–	R.C.	–	109	109	–	77	77	38

[a] Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.				School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.
41	45	20	39	12	157	10·5	2	19	0	1	17	6		—		34	5	0		12	19	5	0	10	0	13	9	5
29	24	15	12	11	91	9·	0	12	0		—		4	0	0	35	0	0		7	0	0		—		7	0	0
44	51	12	20	4	131	9·6	1	3	2	2	5	0	3	0	0	34	0	0		9	15	3		—		9	15	3
28	20	24	13	9	94	9·	2	6	3	1	17	6		—		40	0	0		10	0	0		—		10	0	0
21	26	26	20	10	103	10·4	2	15	0	2	5	0	2	0	0	38	3	4		8	5	0		—		8	5	0
28	33	27	26	13	127	10·1	1	14	8	1	17	6		—		53	0	0		9	18	5		—		9	18	5
38	22	9	10	1	80	7·8	0	10	9	1	10	0	1	0	0	24	0	0		5	0	0	5	0	0	10	0	0
17	27	12	9	10	75	9·1	1	12	10	1	17	6	1	10	0	37	15	0		9	4	2		—		9	4	2
23	12	11	1	–	47	11·3		—		1	10	0		—		15	0	0		16	5	0		—		16	5	0
37	23	14	11	6	88	9·9	0	10	6	1	10	0	1	0	0	32	6	8		15	18	2	3	0	0	18	18	2
16	21	14	15	6	72	9·7	2	1	1		—			—		16	0	0		9	13	9		—		9	13	9
12	23	15	12	–	62	10·5	1	2	5		—			—		24	0	0		2	10	0		—		2	10	0
19	13	21	14	5	72	9·6	3	0	10		—		2	0	0	37	16	8		6	18	6		—		6	18	6
27	21	6	5	3	62	10·2	0	5	0		—			—		20	0	0		1	6	0		—		1	6	0
25	40	20	15	4	104	9·9	3	13	10		—			—		24	0	0		12	14	4		—		12	14	4
81	64	39	–	–	184	9·		—			—		2	10	0	59	10	0		10	10	5		—		10	10	5
130	47	50	–	–	227	9·	3	1	6		—			—		32	11	8		6	5	0		—		6	5	0
29	32	18	14	5	98	11·8	0	17	0		—			—		30	0	0		4	14	9		—		4	14	9
20	17	17	12	–	66	13·2	0	14	4		—			—		15	10	0		8	10	0		—		8	10	0
20	23	14	12	3	72	9·3	0	10	3		—			—		16	0	0		9	2	6		—		[a]9	2	6
28	16	18	15	11	88	9·8	2	16	0		—			—		18	0	0		3	18	11		—		3	18	11
34	37	25	13	–	109	8·2	0	10	3		—			—		16	0	0		3	5	0		—		[a]3	5	0
17	16	9	19	7	68	9·2		—			—		1	10	0	31	5	0		4	14	0		—		4	14	0
46	30	19	8	3	106	9·8	1	13	6		—			—		27	13	4		8	14	9		—		8	14	9
56	35	15	11	4	121	10·1	0	10	3		—			—		27	0	0		3	4	6		—		3	4	6
22	21	5	13	3	64	9·5		—			—			—		22	0	0		2	2	3		—		2	2	3
36	24	24	10	5	99	8·	1	9	11		—		1	10	0	52	10	0		8	0	0		—		8	0	0
44	43	25	12	7	131	9·6	1	16	7		—		6	10	0	51	10	0		10	0	0		—		10	0	0
6	11	9	14	5	45	9·8		—			—		1	0	0	39	18	4		30	14	0		—		30	14	0
68	22	27	3	1	121	10·2	0	10	10	1	17	6		—		15	0	0		8	19	10		—		8	19	10
33	34	14	9	10	100	9·5	1	12	3		—			—		33	15	0		3	0	1	0	10	6	3	10	7
23	36	9	11	5	84	10·	2	7	9		—			—		56	13	4		3	5	6		—		3	5	6
143	7	9	7	–	166	6·2		—			—		1	0	0	42	18	4		14	1	10		—		14	1	10
26	11	10	16	8	71	9·8	0	12	3		—		5	0	0	28	0	0		7	5	0		—		7	5	0
31	13	4	6	8	62	10·	0	10	0	1	10	0		—		18	0	0		4	6	0		—		4	6	0
12	13	10	2	5	42	10·		—		1	10	0		—		20	0	0		3	15	10		—		3	15	10
44	25	12	14	8	103	9·4	1	15	9		—			—		29	0	0		6	12	6		—		6	12	6
57	17	13	8	4	99	9·9	1	14	3		—			—		26	0	0		2	16	6		—		2	16	6
24	12	12	11	4	63	12·5		—			—			—		28	11	1			—			—			—	
44	31	19	14	10	118	11·2		—			—		1	10	0	53	3	4			—			—			—	
39	13	12	11	11	86	8·4	0	14	3		–		2	0	0	27	18	4		5	0	3		—		5	0	3
19	27	9	8	7	64	10·	1	7	11	1	10	0		—		16	15	0		3	3	0		—		3	3	0
20	14	11	7	–	52	11·	0	15	0		—			—		15	10	0		2	7	5		—		2	7	5
26	15	9	7	3	60	11·5	0	15	3	1	10	0		—		24	0	0		2	8	0		—		2	8	0
24	9	9	14	8	64	10·	1	0	8	1	10	0		—		20	0	0		3	0	0		—		3	0	0
21	28	11	8	1	69	9·9		—		1	17	6		—		27	15	0		2	0	0		—		2	0	0
30	25	22	23	7	107	9·6	2	13	2	2	5	0	2	0	0	53	10	0		10	3	7	3	0	0	13	3	7
21	30	15	9	12	87	12·4	1	6	4	1	17	6	5	0	0	48	11	8		10	0	0	3	0	0	13	0	0
18	20	6	10	10	64	9·2	1	0	6	1	17	6	2	0	0	38	3	4		7	5	0		—		7	5	0
21	19	10	13	7	70	10·	0	12	0	1	10	0		—		34	6	8		2	11	9		—		2	11	9
27	18	11	6	2	64	9·	0	10	4	1	17	6	1	10	0	30	0	0		3	1	3		—		[a]3	1	3
12	10	8	6	4	40	9 5	0	5	0	1	10	0		—		14	0	0		1	4	10		—		1	4	10
24	29	9	18	12	92	8·9		—		1	10	0		—		29	5	0		5	0	0		—		[a]5	0	0
36	36	12	15	7	106	9·	0	10	10	1	17	6		—		48	10	0		4	0	0		—		4	0	0
23	27	15	11	–	76	8·4	1	9	9	1	17	6		—		33	18	4		7	4	10		—		7	4	10
27	18	12	12	13	82	9·7	0	10	7	1	17	6		—		27	3	4		8	0	0		—		[a]8	0	0
26	18	16	15	10	85	10·2	1	4	0		—			—		15	0	0		3	10	0		—		3	10	0
76	27	23	13	5	144	9·6	1	3	6	1	17	6		—		35	17	3		2	19	10		—		2	19	10
28	32	26	17	6	109	10·2	0	11	0	1	17	6	1	0	0	25	6	8		8	4	8		—		8	4	8
29	21	19	10	6	85	8·7	1	15	6		—		2	0	0	31	6	8		10	17	6		—		10	17	6
13	46	19	20	7	105	10·3	1	2	7		—			—		18	0	0		7	8	8		—		7	8	8
29	17	18	11	8	83	10·2	2	0	0		—			—		19	3	4		2	19	0		—		2	19	0

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
379	7270	Fanlobbus,	Togher,		R.C.	–	R.C.	42	49	91	31	37	68	37
380	7335	Aghadown,	Hare Island,		R.C.	–	R.C.	19	30	49	15	24	39	23
381	7361	Ballymartle,	Ballymartle, m.		R.C.	–	R.C.	90	–	90	63	–	63	45
382	7419	Carrigtuohill,	Carrigtuohill, f.		R.C.	–	R.C.	–	116	116	–	133	133	79
383	7432	Abbestowry,	Woodfort,		R.C.	–	R.C.	45	44	89	41	36	77	43
384	7450	Drumtariffe,	Derrinagree, m.	v.c.	R.C.	–	R.C.	161	–	161	118	–	118	66
385	7451	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	165	165	–	110	110	54
386	7452	Killaconenagh,	Laurence Cove, m.	v.c.	R.C.	–	R.C.	86	–	86	68	–	68	39
387	7453	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	80	80	–	70	70	42
388	7454	Do.	Ballinakilla,	v.c.	R.C.	–	R.C.	72	71	143	55	53	108	55
389	7457	Kilmeen,	Glashakinleen,		R.C.	–	R.C.	63	67	130	42	42	84	40
390	7467	Shandrum,	Newtown, m.		R.C.	–	R.C.	117	–	117	82	–	82	44
391	7468	Do.	Do. f.		R.C.	–	R.C.	–	112	112	–	69	69	28
392	7491	Ballyvourney,	Derrynasagurt,		R.C.	–	R.C.	40	32	72	24	23	47	29
393	7532	Ringrove,	Ballydones,		R.C.	–	R.C.	67	47	114	49	35	84	48
394	7540	Kilmocomoge,	Scart,		R.C.	–	R.C.	54	53	107	36	31	67	41
395	7545	Little Island,	Little Island, f.		R.C.	–	R.C.	–	98	98	–	62	62	36
396	7561	Caheragh,	Caheragh, f.		R.C.	–	R.C.	–	116	116	–	78	78	44
397	7566	Innishannon,	Innishannon, f.		R.C.	–	R.C.	–	146	146	–	108	108	56
398	7575	Newmarket,	Meelin, f.	v.c.	R.C.	–	R.C.	–	123	123	–	79	79	39
399	7606	Templerobin,	Walterstown,		R.C.	–	R.C.	98	61	159	80	46	126	88
400	7684	Matehy,	Vicarstown, f.		R.C.	–	R.C.	–	114	114	–	86	86	46
401	7685	Kilmichael,	Kilnadur,		R.C.	–	R.C.	50	38	88	31	26	57	36
402	7697	Kilmocomoge,	Dromcloosh,		R.C.	–	R.C.	42	27	69	27	20	47	24
403	7698	Kilnamanagh,	Dursey Island,		R.C.	–	R.C.	37	28	65	32	19	51	27
404	7710	Kilshannig,	Benn,		R.C.	–	R.C.	–	111	111	–	71	71	35
405	7745	Kilbolane,	Kilbolane,		R.C.	–	R.C.	80	68	148	52	39	91	37
406	7788	Monkstown,	Monkstown,		R.C.	–	R.C.	40	65	105	23	43	66	39
407	7801	Ardnageehy,	Chimneyfield,		R.C.	–	R.C.	42	26	68	33	23	56	26
408	7802	Kilmocomoge,	Maughnaclea,		R.C.	–	R.C.	35	38	73	28	32	60	34
409	7833	Kilmoe,	Crookhaven,		R.C.	–	R.C.	66	50	116	44	35	79	41
410	7870	Killaconeagh,	Cahergariffe,		R.C.	–	R.C.	76	54	130	52	39	91	38
411	7871	Mogeely,	Castlemartyr, f.		R.C.	–	R.C.	–	136	136	–	99	99	61
412	7937	Clogheen,	Clogheen,		R.C.	–	R.C.	62	48	110	39	32	71	41
413	7948	Aghada,	Whitegate, f.		R.C.	–	R.C.	–	163	163	–	120	120	76
414	7957	Kilmocomogue,	Borlinn,		R.C.	–	R.C.	38	19	57	23	12	35	17
415	7977	Ballygarvan,	Ballygarvan, m.		R.C.	–	R.C.	110	–	110	74	–	74	40
416	7978	Do.	Do. f.		R.C.	–	R.C.	–	143	143	–	99	99	62
417	8067	Macroom,	Macroom, No. 2,		–	E.C.	R.C.	24	19	43	17	12	29	19
418	8071	Kilcatherine,	Eyeries,		R.C.	–	R.C.	76	41	117	44	25	69	35
419	8098	Mogeely,	Castlemartyr,		R.C.	–	R.C.	155	–	155	106	–	106	66
420	8152	Ballymoney,	Ballyneen,		R.C.	–	R.C.	122	–	122	74	–	74	42
421	8187	Kilmocomogue,	Comhola,		R.C.	–	R.C.	54	63	117	31	29	60	40
422	8230	St. Nicholas,	St. Nicholas, m.		E.C.	–	E.C.	100	–	100	57	–	57	43
423	8231	Do.	Do. f.		E.C.	–	E.C.	–	83	83	–	50	50	31
424	8233	Killaconneagh,	Castletown, i.		R.C.	–	R.C.	26	81	107	13	62	75	48
425	8237	Ballinadee,	Ballinadee,		R.C.	–	R.C.	108	89	197	72	55	127	55
426	8258	Kilmoe,	Lissigriffin,		R.C.	–	R.C.	117	104	221	77	70	147	77
427	8259	St. Nicholas,	St. Nicholas, i.		E.C.	–	E.C.	136	–	136	78	–	78	52
428	8319	Ballymoney,	Ballineen, f.		R.C.	–	R.C.	–	128	128	–	81	81	46
429	8359	GarraneKinfeake,	Scartleish, f.		R.C.	–	R.C.	–	88	88	–	59	59	35
430	8393	Grenagh,[b]	Rathduff, m.	v.c.	E.C.	–	–	–	–	–	–	–	–	–
431	8409	Inchigeelagh,	Tooreenalour,		R.C.	–	R.C.	27	19	46	22	15	37	28
432	8427	Kilgariff,	Shannon-square,		–	Pres.	Pres.	41	34	75	30	21	51	36
433	8456	Daurus,	Fourmilewater, f.		R.C.	–	R.C.	–	94	94	–	46	46	28
434	8469	Greenagh,	Greenagh,		R.C.	–	R.C.	111	112	223	70	67	137	61
435	8478	Kinneigh,	Coppen,		R.C.	–	R.C.	86	80	166	57	53	110	58
436	8504	St. Nicholas,	St. Nicholas, f. i.		E.C.	–	E.C.	–	95	95	–	53	53	37
437	8520	Newmarket,	Tour,		R.C.	–	R.C.	98	68	166	68	54	122	67
438	8544	Kilmocomoge,	Cappabul,		R.C.	–	R.C.	65	46	111	46	35	81	39
439	8545	Kilgariffe,	Clonakilty, No. 2,		–	Diss.	Diss.	28	21	49	19	27	46	29
440	8557	Leitrim,	Kilmurray, m.		–	E.C.	R.C.	91	–	91	69	–	69	41
441	8558	Do.	Do. f.		–	E.C.	R.C.	–	98	98	–	74	74	47

Residence free.

1863.—Province of MUNSTER: County of CORK—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
18	21	14	18	10	81	9·8	0 11 0	—	—	20 0 0	6 9 3	—	6 9 3	
20	7	5	7	–	39	9·2	—	—	—	14 0 0	0 8 6	—	[a]0 8 6	
22	26	13	10	4	75	10·	1 3 6	—	—	28 13 4	10 16 3	—	10 16 3	
53	39	37	12	7	148	7·4	1 8 2	—	5 10 0	49 0 0	16 16 0	—	16 16 0	
31	27	11	15	–	84	9·5	—	—	—	18 0 0	0 13 7	—	0 13 7	
40	44	20	22	22	148	10·	2 15 2	—	6 0 0	58 3 4	9 0 0	—	9 0 0	
53	33	18	12	14	130	9·4	2 4 11	—	5 10 0	62 18 4	6 12 4	—	6 12 4	
31	18	5	6	13	73	11·	—	—	—	47 10 0	2 0 0	—	[a]2 0 0	
28	10	7	12	18	75	11·2	—	—	—	49 3 4	1 15 0	—	[a]1 15 0	
45	28	19	26	11	129	9·8	—	—	—	42 0 0	2 16 1	—	2 16 1	
31	27	21	10	–	89	11·	—	—	—	24 0 0	5 17 6	—	5 17 6	
20	25	23	16	13	97	10·7	1 8 9	—	—	24 0 0	8 12 0	—	8 12 0	
30	22	14	11	6	83	9·	1 0 3	—	—	16 0 0	1 1 0	—	1 1 0	
30	12	4	1	–	47	8·5	0 5 10	—	—	21 0 0	0 11 6	—	0 11 6	
54	32	16	3	1	106	8·2	1 4 1	1 10 0	—	18 0 0	1 7 0	1 0 0	2 7 0	
40	16	21	8	6	91	9·3	0 10 3	—	—	20 3 4	7 10 0	—	7 10 0	
25	22	7	18	–	72	8·	0 7 7	—	—	16 0 0	4 1 7	—	4 1 7	
25	39	6	17	–	87	10·	1 6 3	—	—	16 10 0	5 0 0	—	5 0 0	
30	40	22	9	14	115	9·7	1 7 9	—	—	36 8 4	5 3 4	—	5 3 4	
24	25	12	6	4	71	9·9	1 2 8	1 10 0	—	16 1 8	4 13 10	—	4 13 10	
28	23	41	19	16	127	9·8	1 9 9	2 12 6	—	65 5 0	17 6 0	—	17 6 0	
17	41	13	13	5	89	9·9	0 18 4	1 17 6	—	29 5 0	4 7 0	—	4 7 0	
25	29	9	12	3	78	9·	0 14 9	1 17 6	—	48 3 4	9 11 0	—	9 11 0	
26	10	7	6	1	50	8·5	0 13 3	1 10 0	—	15 0 0	3 2 0	—	3 2 0	
33	11	4	11	1	60	8·5	—	1 10 0	—	15 0 0	6 4 0	—	6 4 0	
40	9	24	8	1	82	9·7	0 11 0	1 10 0	—	16 0 0	3 0 0	—	3 0 0	
38	27	12	9	–	86	10·5	0 12 0	1 17 6	—	26 0 0	5 6 8	—	5 6 8	
28	20	8	8	8	72	9·	1 19 4	1 10 0	—	22 0 0	5 10 10	—	5 10 10	
20	16	10	6	7	59	9·3	—	1 10 0	—	13 5 0	2 5 0	—	2 5 0	
17	33	7	7	4	68	9·5	0 18 10	1 10 0	—	24 0 0	3 7 6	—	3 7 6	
38	29	8	12	–	87	9·5	0 10 3	—	—	32 0 0	1 15 0	—	1 15 0	
41	30	14	21	1	107	10·5	2 0 0	1 10 0	—	27 5 0	0 14 0	—	0 14 0	
40	26	14	13	16	109	9·	1 10 3	1 17 6	—	46 0 0	10 10 0	—	10 10 0	
33	20	13	20	–	86	9·7	1 2 7	—	—	28 0 0	6 17 5	—	6 17 5	
26	44	22	24	12	128	9·7	1 9 2	—	1 0 0	43 5 0	9 3 5	—	9 3 5	
9	8	10	9	–	36	10·5	0 13 3	—	—	15 0 0	1 10 0	—	1 10 0	
31	18	33	7	6	95	10·1	2 1 5	—	—	23 1 8	12 4 2	—	12 4 2	
41	33	25	18	7	124	9·2	1 17 0	—	2 10 0	42 16 8	13 16 6	—	13 16 6	
9	–	6	–	16	31	11·2	2 3 5	—	5 0 0	33 2 9	16 0 0	—	16 0 0	
17	24	13	15	5	74	9·8	0 17 6	—	—	38 15 10	8 2 8	—	8 2 8	
35	42	16	14	19	126	9·1	2 12 7	—	3 10 0	49 15 0	10 10 0	—	[a]10 10 0	
33	17	27	10	8	95	10·	0 18 2	—	—	32 16 8	8 12 4	—	8 12 4	
34	15	12	9	3	73	11·2	0 11 4	—	—	26 13 4	1 13 6	—	1 13 6	
–	–	27	14	25	66	12·	9 12 7	—	9 10 0	45 8 4	11 14 7	20 0 0	[b]31 14 7	
–	–	28	15	8	51	12·	2 17 11	—	—	32 13 4	5 4 0	17 6 8	[a]22 10 8	
47	13	17	9	–	86	7·5	0 13 6	—	—	30 0 0	4 3 8	—	4 3 8	
45	42	35	13	10	145	10·5	1 0 0	—	—	24 0 0	10 13 4	—	10 13 4	
81	51	30	26	–	188	11·	2 1 7	—	1 10 0	35 5 0	4 8 6	—	4 8 6	
73	19	–	–	–	92	5·9	0 11 10	—	3 0 0	45 10 0	9 1 3	10 0 0	19 1 3	
33	25	18	12	7	95	10·3	0 13 0	1 17 6	—	29 15 0	5 16 0	—	5 16 0	
24	11	19	4	4	62	8·9	—	1 10 0	1 0 0	23 0 0	2 12 5	—	2 12 5	
–	–	–	–	–	–	–	—	—	—	15 6 8	—	—	—	
10	13	7	7	2	39	10·1	1 15 3	1 10 0	—	15 15 0	2 0 0	—	2 0 0	
14	12	9	12	8	55	9·2	6 10 5	2 9 0	—	38 8 4	30 0 0	—	30 0 0	
26	13	11	17	4	71	11·	—	1 10 0	—	14 0 0	5 11 11	—	5 11 11	
36	54	42	23	7	162	10·3	2 15 7	—	—	18 6 8	15 0 0	7 0 0	22 0 0	
43	44	23	11	4	125	9·7	1 3 1	1 17 6	4 0 0	47 13 4	1 9 4	—	1 9 4	
54	12	–	–	–	66	4·9	0 13 2	—	2 10 0	29 16 8	6 16 10	7 0 0	[a]13 16 10	
41	37	18	20	4	120	10·	1 16 8	—	—	30 0 0	9 3 3	—	9 3 3	
34	18	19	11	5	87	11·	1 2 11	—	—	17 10 0	6 0 0	—	6 0 0	
20	9	3	6	–	38	9·3	0 12 2	—	—	18 0 0	12 10 0	10 0 0	22 10 0	
25	20	18	13	5	81	10·5	2 1 3	—	1 10 0	25 13 4	9 1 6	—	9 1 6	
17	26	17	18	7	85	11·6	1 0 7	—	1 10 0	40 0 0	9 11 0	—	9 11 0	

[b] Returns not available.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
442	8625	Aglish, . .	Farran, . m.		R.C.	–	R.C.	122	–	122	87	–	87	46
443	8626	Do. . .	Do. . . f.		R.C.	–	R.C.	–	141	141	–	105	105	61
444	8644	Kilcatherine, .	Inner Ardgroom, f.		R.C.	–	R.C.	–	79	79	–	47	47	23
445	8652	Ross, . .	Rosscarberry, .		E.C.	–	E.C.	48	23	71	29	19	48	29
446	8665	Clonmeen, .	Lyre, . . f.		R.C.	–	R.C.	–	128	128	–	84	84	42
447	8679	Kilbrin, . .	Curras, . .		R.C.	–	R.C.	73	–	73	53	–	53	33
448	8696	Killeagh, . .	Killeagh, . m.		R.C.	–	R.C.	128	–	128	96	–	96	61
449	8707	Kilnaglora, .	Ballinora, . f.		R.C.	–	R.C.	–	153	153	–	118	118	70
450	8731	Barrymore, .	Dungourney, f.		R.C.	–	R.C.	–	100	100	–	83	83	52
451	8746	Midleton, .	Midleton, No. 1, m.		R.C.	–	R.C.	197	–	197	136	–	136	82
452	8750	Ross, . .	Ranaseneina, f.	v.c.	–	E.C.	R.C.	–	96	96	–	74	74	40
453	8759	Templeomalius,	Ring, . . evg.		R.C.	–	R.C.	72	70	142	29	34	63	24
454	8768	Drinagh, . .	Shandrum, . .		E.C.	–	E.C.	31	34	65	27	30	57	41
455	8773	Churchtown, .	Churchtown, f.		R.C.	–	R.C.	–	90	90	–	61	61	32
456	8809	Kilbrogan, .	Watergate, . .		Pres.	–	Pres.	49	35	84	34	24	58	44
457	8864	St. Nicholas, .	St. Nicholas, pr. m.		E.C.	–	E.C.	83	–	83	39	–	39	30
458	8889	Ballydeloughry,	Ballindangan, f.		R.C.	–	R.C.	–	99	99	–	83	83	50
459	8893	Clonfert, . .	Tourara, . m.		R.C.	–	R.C.	107	–	107	78	–	78	46
460	8894	Do. . .	Do. . . f.		R.C.	–	R.C.	–	103	103	–	61	61	42
461	8918	Templerobin, .	Spike Island, f.		–	E.C.	R.C.	–	48	48	–	33	33	23
462	8924	Kilmocomogue,	Coomleigh, . .		R.C.	–	R.C.	45	45	90	33	29	62	31
463	8925	St. Nicholas, .	St. Nicholas, pr. f.		E.C.	–	E.C.	–	85	85	–	47	47	32
464	8964	Kilbrin, . .	Curraghs, . f.		R.C.	–	R.C.	–	93	93	–	76	76	43
465	9010	Inniscarra, .	Dripsey, . .		R.C.	–	R.C.	123	109	232	76	65	141	67
466	9054	Skull, . .	Bawnakeane, .		Diss.	–	Diss.	25	20	45	20	14	34	23
467	9066	St. Mary's(Shandon), . .	Blackpool, . .		R.C.	–	R.C.	412	–	412	225	–	225	131
468	9067	Rathbarry, .	Rathbarry, . .		R.C.	–	R.C.	76	–	76	55	–	55	25
469	9068	Ballymodan, .	Crossmahon, .		R.C.	–	R.C.	72	51	123	54	32	86	48
470	9096	Rahan, . .	Rahan, . .		R.C.	–	R.C.	96	73	169	72	55	127	65
471	9097	Monanimmacky, .	Knockacoletha, f.	v.t.	R.C.	–	R.C.	–	80	80	–	56	56	21
472	9131	Tullalease, .	Tullalease, . m.		R.C.	–	R.C.	123	–	123	79	–	79	58
473	9156	Templemartin,	Mossgrove, . .		R.C.	–	R.C.	75	60	135	49	41	90	42
474	9169	Tullalease, .	Tullalease, . f.		R.C.	–	R.C.	–	69	69	–	62	62	36
475	9170	St.Anne's(Shandon), . .	St. Patrick's, i.		R.C.	–	R.C.	69	119	188	49	87	136	77
476	9177	Kilmeen, .	Garrison, . .		R.C.	–	R.C.	31	32	63	24	28	52	41
477	9188	Kilmocomogue,	Bantry, No. 3, .		–	Diss.	E.C.	5	20	25	5	20	25	20
478	9228	Holy Trinity, .	Queen's-street,[b] .		Pres.	–	–	–	–	–	–	–	–	–
479	9247	Macroom, .	Araglin, . m.		R.C.	–	R.C.	58	–	58	49	–	49	44
480	9248	Do. . .	Do. . . f.		R.C.	–	R.C.	–	51	51	–	42	42	39
			Total of Ordinary Schools, 480, .					34,051	27,901	61,952	22,936	19,383	42,319	23,779
		MODEL, AGRICULTURAL, CONVENT, MONASTIC, PRISON, AND POOR LAW UNION SCHOOLS.												
1	5636	Fanlobbus, .	Dunmanway Dist. Model, m.	v.c.	–	Commrs. of Nat. Ed.	R.C.	205	–	205	141	–	141	102
2	5637	Do. .	Do. . . f.	v.c.	–		R.C.	–	246	246	–	160	160	134
3	6736	St. Finbar's,[a] .	Munster1st classAg.	v.c.	–		R.C.	25	–	25	13	–	13	13
4	1272	Kilfaughnabeg,	Glandore do. .	A.	–		R.C.	144	–	144	92	–	92	54
5	5263	Farahy, . .	Farahy do. .	v.c.	–		R.C.	114	–	114	78	–	78	48
6	3431	Rathcormack, .	Kildinan Ord. Agrl.	v.t.	R.C.	–	R.C.	73	39	112	52	28	80	44
7	4455	Clonfert, . .	Newmarket do. .	v.t	R.C.	–	R.C.	267	–	267	186	–	186	100
8	5700	Kilmacabea, .	Cloonkeen do. .	v.c.	R.C.	–	R.C.	126	–	126	96	–	96	51
9	6295	Knocktemple, .	Freemount do. .	v.c.	R.C.	–	R.C.	127	–	127	97	–	97	75
10	5669	St. Finbar's, .	GreatGeorge'sLancast. Monastic, .		–	R.C.	R.C.	817	–	817	405	–	405	307
11	5999	Do. . .	Douglas-street do.		–	R.C.	R.C.	1,241	–	1,241	756	–	756	359
12	4268	Doneraile, .	DoneraileConvent,f.		R.C.	–	R.C.	–	405	405	–	336	336	196
13	7651	Kilgarriff, .	Clonakilty do. .		R.C.	–	R.C.	–	629	629	–	458	458	329

[a] Residence free.

[b] Temporarily closed. No returns available.

1863.—Province of Munster : County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
34	36	8	12	3	93	10·	1 1 8	—	—	26 17 9	8 1 5	3 7 11	11 9 4	
53	33	17	14	5	122	10·1	1 6 7	—	—	33 5 0	9 3 4	2 15 1	11 18 5	
41	12	10	2	–	65	8·9	0 19 11	—	—	16 10 0	1 0 6	—	1 0 6	
15	7	8	5	9	44	10·5	0 19 7	—	—	14 18 4	—	41 0 0	[a]41 0 0	
27	35	11	11	4	88	8·3	0 15 3	—	—	14 0 0	1 7 10	—	1 7 10	
20	17	18	5	2	62	10·	0 15 10	—	—	24 0 0	3 12 0	—	3 12 0	
29	26	19	16	14	104	9·8	2 0 4	—	—	47 11 8	13 4 7	—	13 4 7	
31	28	31	19	20	129	10·5	2 12 4	—	2 0 0	54 1 8	9 3 9	—	9 3 9	
25	25	15	15	10	90	9·3	1 1 3	—	1 10 0	38 0 0	8 0 0	—	8 0 0	
51	49	34	13	2	149	8·9	—	—	1 10 0	55 15 10	—	—	—	
16	15	14	19	12	76	10·9	1 0 3	4 10 0	—	14 7 1	5 7 0	—	5 7 0	
43	23	24	8	4	102	11·	—	—	—	5 0 0	3 4 0	—	3 4 0	
24	16	12	12	–	64	11·	1 3 10	—	—	38 16 8	5 12 0	8 10 0	[a]14 2 0	
27	17	15	10	3	72	8·5	0 11 2	—	—	16 0 0	1 2 0	—	1 2 0	
15	25	12	10	10	72	9·	3 5 4	—	3 0 0	34 1 8	30 0 0	—	30 0 0	
3	27	24	–	–	54	10·	2 5 9	—	—	24 0 0	5 19 1	15 0 0	20 19 1	
17	33	18	15	5	88	10·2	—	—	—	41 0 0	10 4 0	—	10 4 0	
25	19	16	14	17	91	10·6	1 4 9	4 0 0	—	44 10 0	13 15 0	—	13 15 0	
21	10	14	16	9	70	9·6	1 4 8	4 0 0	—	3 0 0	5 16 0	—	5 16 0	
13	11	6	7	–	37	8·5	—	—	—	20 0 0	5 8 7	5 0 0	10 8 7	
16	28	13	9	–	66	11·	0 11 7	—	4 0 0	34 1 8	6 0 0	—	6 0 0	
10	44	4	–	–	58	8·7	—	—	—	24 0 0	5 18 7	10 0 0	[a]15 18 7	
22	30	12	11	6	81	10·9	0 17 11	—	—	16 0 0	3 3 0	—	3 3 0	
76	50	25	28	6	185	9·3	1 2 3	—	—	32 16 8	7 6 2	—	7 6 2	
10	10	4	10	–	34	9·2	2 16 10	4 0 0	—	11 5 0	5 0 0	20 0 0	[a]25 0 0	
109	81	68	40	21	319	9·4	6 19 5	6 0 0	—	36 18 4	15 12 9	—	15 12 9	
23	9	9	4	2	47	9·	0 14 7	4 10 0	—	12 0 0	—	—	—	
35	29	20	14	–	98	9·5	1 10 0	4 10 0	—	16 0 0	8 4 2	3 0 0	11 4 2	
49	34	25	27	27	162	9·6	2 4 10	4 10 0	—	10 10 0	9 0 6	—	[a]9 0 6	
15	8	5	6	6	40	9·7	0 15 3	4 10 0	—	7 0 0	0 6 2	—	0 6 2	
65	11	11	6	5	98	9·8	0 12 2	4 10 0	—	12 0 0	4 0 0	—	4 0 0	
47	33	13	13	5	111	9·5	2 0 4	5 0 0	—	6 5 0	3 19 1	—	3 19 1	
40	18	6	5	–	69	8·5	0 12 0	4 0 0	—	2 6 8	—	—	—	
176	11	–	–	–	187	4·	—	5 0 0	—	8 6 8	3 18 7	—	3 18 7	
18	14	12	15	4	63	9·6	1 8 7	4 10 0	—	2 10 0	1 10 0	—	1 10 0	
5	3	2	8	7	25	10·	0 18 4	4 0 0	—	—	19 0 0	18 0 0	37 0 0	
–	–	–	–	–	–		—	—	—	—	—	—	—	
23	17	13	5	–	58	11·3	—	—	—	—	—	—	—	
18	28	3	2	–	51	9·4	—	—	—	—	—	—	—	
16,132	13,290	8,601	6,414	3,673	48,110		685 7 10	294 3 1	375 10 0	16,859 2 9	3,225 18 6	449 4 0	3,675 2 6	
32	30	58	27	22	169	10·5	13 9 5	3 11 11	} —	557 5 4	55 14 2	—	55 14 2	
20	62	46	19	47	194	10·1	—	0 16 0	}					
–	–	–	1	13	14	18·	4 19 9	4 4 0	—	152 0 0	—	—	—	
18	20	31	19	16	104	10·3	5 0 11	—	1 10 0	118 16 8	11 15 8	—	11 15 8	
c—	–	–	–	–	–	–	1 1 0	—	1 10 0	69 4 5	1 1 0	—	1 1 0	
26	15	22	18	12	93	10·	0 10 6	—	1 0 0	37 0 0	4 0 0	10 0 0	[a]14 0 0	
74	63	48	14	19	218	10·3	4 5 6	—	1 10 0	82 3 4	7 15 9	2 0 0	9 15 9	
31	37	21	5	5	99	10·2	1 8 5	—	—	58 8 4	—	—	—	
33	29	13	20	16	111	10·	1 5 5	—	1 10 0	53 18 4	14 0 0	—	14 0 0	
292	118	38	59	28	535	8·7	20 5 2	—	5 0 0	75 12 11	—	—	—	
409	137	137	125	37	845	9·3	0 16 3	—	11 10 0	103 12 11	—	—	—	
110	57	21	57	109	354	10·2	6 0 6	—	4 0 0	85 13 4	—	—	—	
201	120	118	41	30	510	10·7	8 16 3	5 12 6	34 0 0	130 6 3	—	—	—	

c Closed during December quarter.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
14	512	Midleton,	Midleton Convt. f.		R.C.	–	R.C.	–	834	834	–	703	703	502
15	1541	Rathgoggan,	Charleville do.	V.T.	R.C.	–	R.C.	110	358	468	70	230	300	199
16	2258	Fermoy,	Fermoy do.	B.	R.C.	–	R.C.	–	572	572	–	436	436	274
17	2278	Drishane,	Millstreet do.	B.	R.C.	–	R.C.	93	353	446	69	295	364	201
18	3828	Youghal,	Youghal do.		R.C.	–	R.C.	–	715	715	–	513	513	293
19	4572	Kinsale,	Kinsale, St. Joseph's do. f.		R.C.	–	R.C.	–	756	756	–	568	568	366
20	4630	Mallow,	Mallow do.		R.C.	–	R.C.	–	393	393	–	313	313	234
21	5257	Kilbrogan,	Bandon do.		R.C.	–	R.C.	–	612	612	–	458	458	374
22	5940	St. Finbar's,	Blackrock do. f.		R.C.	–	R.C.		213	213		167	167	95
23	6153	Do.	St. Finbar's do.		R.C.	–	R.C.	–	2575	2,575	–	1223	1,223	603
24	6376	Clonmel,	Queenstown do.		R.C.	–	R.C.	–	781	781	–	545	545	345
25	6528	St. Finbar's,	St. Joseph's do.		–	R.C.	R.C.	–	1329	1,329	–	727	727	416
26	8414	Marmullane,	Passage West, do. i.		R.C.	–	R.C.	–	114	114	–	86	86	38
27	8430	Creagh,	Skibbereen, No. 2, do. f.		R.C.	–	R.C.	–	680	680	–	546	546	305
28	9161	Kilmocomoge,	Bantry, No. 2, do. f.		R.C.	–	R.C.	–	352	352	–	289	289	163
29	3167	Midleton,	Midleton Workh.		–	Poor Law Guardians.	R.C.	54	65	119	34	51	85	71
30	3242	Fermoy,	Fermoy do.		–		R.C.	47	98	145	26	62	88	72
31	3417	Abbeystrowry,	Skibbereen do.		–		R.C.	31	39	70	23	28	51	37
32	3545	St. Finbar's,	Cork do.		–		R.C.	532	389	921	279	223	502	363
33	3565	Fanlobbus,	Dunmanway do.		–		R.C.	38	42	80	15	21	36	32
34	3651	Mallow,	Mallow do.		–		R.C.	65	114	179	41	72	113	79
35	3923	Clonfert,	Kanturk do.		–		R.C.	100	132	232	81	99	180	123
36	4411	Kilmocomoge,	Bantry do.		–		R.C.	23	17	40	12	9	21	15
37	4896	Macroom,	Macroom do.		–		R.C.	24	23	47	15	13	28	19
38	4925	Kinsale,	Kinsale do.		–		R.C.	64	57	121	26	25	51	30
39	5993	Killaconenagh,	Castletown do.		–		R.C.	41	42	83	23	25	48	29
40	6012	Drishane,	Millstreet do.		–		R.C.	94	76	170	44	65	109	73
41	6121	Youghal,	Youghal do.		–		R.C.	109	130	239	62	73	135	99
42	6123	Ballymodan,	Bandon do.		–		E.C.	23	35	58	20	28	48	28
43	6140	Skull,	Skull do.		–		R.C.	30	30	60	17	19	36	24
44	6216	Brigown,	Mitchelstown do.		–		R.C.	75	81	156	45	45	90	62
45	6949	Kilgarriff,	Clonakilty do.		–		R.C.	43	27	70	31	18	49	43
46	1385	St. Finbar's,	County Gaol, No. 1,		–	Gov. of Gaol.	R.C.	69	–	69	15	–	15	14
47	1386	Do.	Do. No. 2,		–	Gov. of Gaol.	R.C.	–	39	39	–	6	6	5
			Total of Special Schools, 47,					4,804	13,392	18,196	2,864	8,963	11,827	7,438
			Grand Total for Co. Cork, 527,					33,855	41,293	80,148	25,800	28,346	54,146	31,217

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	536	Cahir,	Cahirciveen, m.	V.T.	R.C.	–	R.C.	198	–	198	120	–	120	66
2	541	Killaha,	Glenflesk,		R.C.	–	R.C.	75	47	122	61	36	97	57
3	542	Killury,	Killury, m.		R.C.	–	R.C.	91	–	91	60	–	60	36
4	543	Do.	Do. f.		R.C.	–	R.C.	–	94	94	–	60	60	29
5	544	Kilcummin,	Inch,	V.T.	R.C.	–	R.C.	57	–	57	36	–	36	25
6	1139	Anna,	Blennerville, m.		R.C.	–	R.C.	150	–	150	91	–	91	57
7	1140	Do.	Do. f.		R.C.	–	R.C.	–	105	105	–	72	72	38
8	1145	Ballincuslane,	Knockatee,	V.T.	–	E.C.	R.C.	94	58	152	57	40	97	43
9	1199	Knockane,	Cullinagh, m.	V.T.	–	R.C.	R.C.	156	–	156	114	–	114	54
10	1276	Aghavallen,	Ballylongford, m.	V.T.	R.C.	–	R.C.	255	–	255	184	–	184	114
11	1277	Ballyheige,	Boulenshere, m.	V.T.B.	R.C.	–	R.C.	151	–	151	115	–	115	72
12	1279	Dunnorlin,	Ferriter,	B.	R.C.	–	R.C.	96	76	172	59	49	108	65
13	1280	Kilnaughtin,	Tarbert, m.		R.C.	–	R.C.	222	–	222	154	–	154	91
			Do. evg.		–	–	–	87	–	87	46	–	46	24

[a] Residence free.

1863.—Province of Munster: County of Cork—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.	School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
224	161	142	74	85	686	10·3	17	19	5	—			18	0	0	132	6	7	—			—			—		
125	87	52	14	16	294	8·3	3	18	10	—			1	0	0	61	3	4	—			—			—		
178	103	75	52	50	458	9·8	12	0	8	2	7	0	5	0	0	103	8	4	—			—			—		
200	83	53	27	10	373	8·4	8	0	0	—			11	0	0	81	3	4	—			—			—		
208	152	110	46	36	552	9·	12	5	9	—			2	10	0	92	12	6	—			—			—		
278	123	104	48	36	589	8·5	17	10	0	—			16	0	0	135	8	9	—			—			—		
69	55	82	30	30	266	11·5	5	7	6	—			—			98	10	0	—			—			—		
203	88	83	76	29	479	9·6	13	8	11	7	2	6	21	10	0	122	12	1	—			45	0	0	45	0	0
62	59	31	12	11	175	10·2	2	6	7	—			9	10	0	39	5	0	—			—			—		
588	173	166	94	165	1,186	9·	19	8	9	10	17	6	20	10	0	173	18	11	—			—			—		
234	169	145	52	29	629	9·4	30	6	5	6	0	0	21	0	0	111	1	8	42	15	6	—			42	15	6
304	150	174	51	32	711	11·	10	11	9	—			12	0	0	98	11	8	—			—			—		
74	20	–	–	–	94	6·5	0	7	7	1	17	6	3	0	0	17	10	0	—			—			—		
178	75	123	57	54	487	10·4	14	1	0	6	0	0	21	0	0	127	11	3	—			—			—		
159	69	61	24	17	330	11·4	—			6	0	0	—			18	10	10	—			—			—		
27	31	27	9	7	101	8·5	4	9	1	—			7	5	0	—			—			—			—		
65	10	11	6	–	92	6·3	1	5	11	—			4	10	0	—			—			—			—		
15	12	6	9	–	42	9·5	4	19	3	—			4	0	0	—			—			—			—		
340	134	82	35	24	615	9·1	13	3	8	—			7	10	0	—			—			—			—		
19	8	5	–	5	37	8·	1	0	6	—			—			—			—			—			—		
73	21	14	12	2	122	8·7	5	4	2	—			—			—			—			—			—		
128	43	23	11	1	206	4·8	2	14	7	—			2	10	0	—			—			—			—		
12	7	–	4	1	24	7·	—			—			5	0	0	—			—			—			—		
23	2	3	–	–	28	7·5	1	3	0	—			—			—			—			—			—		
41	9	4	2	–	56	13·5	1	16	3	—			2	10	0	—			—			—			—		
34	9	6	3	–	52	9·	2	1	9	1	10	0	4	0	0	—			—			—			—		
67	28	19	13	8	135	8·5	2	10	0	—			1	10	0	—			—			—			—		
62	35	18	15	–	130	8·5	7	2	5	—			6	10	0	—			—			—			—		
39	8	1	9	–	57	8·2	4	8	6	—			2	10	0	—			—			—			—		
19	7	11	4	–	41	8·5	1	4	2	1	10	0	—			—			—			—			—		
92	15	6	3	–	116	7·7	1	9	7	1	17	6	—			—			—			—			—		
22	14	14	1	2	53	8·2	0	16	3	1	10	0	1	10	0	—			—			—			—		
5	2	1	2	–	10	18·6	0	11	0	—			—			—			—			—			—		
3	2	–	–	–	5	20·1	—			—			—			—			—			—			—		
5,416	2,652	2,205	1,200	1,004	12,477		291	12	4	60	16	5	272	15	0	2,919	5	3	137	2	1	57	0	0	194	2	1
21,548	15,942	10,806	7,614	4,677	60,587		977	0	2	354	19	6	642	5	0	19,773	8	0	3,363	0	7	506	4	0	3,869	4	7

KERRY—209 Schools.

21	57	40	11	23	152	11·2	3	8	6	1	17	6	3	0	0	63	10	0	8	5	5	—			8	5	5
45	40	30	12	10	137	11·1	2	9	6	—			—			41	14	5	7	0	0	—			7	0	0
30	22	8	5	2	67	10·7	—			6	17	6	—			29	16	8	2	15	0	8	7	8	11	2	8
25	19	13	9	–	66	10·4	0	16	0	—			—			19	13	4	—	[b]		4	0	0	4	0	0
11	13	10	9	2	45	9·4	1	1	9	—			—			24	0	0	3	0	0	2	6	2	5	6	2
28	35	26	15	5	109	9·6	2	3	0	—			—			57	6	8	—			—			—		
28	12	16	6	8	70	8·9	0	12	6	—			—			23	0	0	—			—			—		
37	22	18	16	11	104	10·	1	12	1	—			—			36	0	0	—			5	0	0	5	0	0
45	40	16	15	19	135	9·8	—			—			—			46	11	8	4	0	0	—			4	0	0
72	52	32	32	19	207	9·7	2	7	9	2	12	6	3	10	0	72	3	4	8	12	6	—			8	12	6
19	33	35	22	7	116	10·	2	13	9	—			—			89	1	8	9	3	0	—			9	3	0
56	41	44	1	11	153	10·5	2	3	7	—			—			32	1	8	1	19	0	—			1	19	0
60	44	31	21	24	180	10·4	5	15	9	2	5	0	5	0	0	70	18	4	18	4	6	—			[a] 18	4	6
–	11	20	14	14	59	17·													2	4	6	—			2	4	6

[b] Manager applies school fees to the support of school.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
14	1396	Kilkaskin,	Tulloha, m.	A.	–	Chris.	R.C.	84	–	84	55	–	55	30
15	1398	Tuosist,	Laragh,	A.	–	Chris.	R.C.	118	76	194	78	39	117	61
16	1399	Do.	Daurus, m.	A.	–	Chris.	R.C.	62	–	62	44	–	44	25
17	1480	Ardfert,	Ardfert, m.		R.C.	–	R.C.	167	–	167	114	–	114	65
18	1508	Aghavallen,	Ballylongford, f.	V.T.	R.C.	–	R.C.	–	212	212	–	150	150	87
19	1509	Kilnaughtin,	Tarbert, f.		R.C.	–	R.C.	–	218	218	–	135	135	81
			Do. evg.		–	–	–	–	70	70	–	50	50	27
20	1510	Ballyheige,	Boulenshere, f.	V.T.B.	R.C.	–	R.C.	–	108	108	–	72	72	32
21	1583	Killorglin,	Glownaguillagh, m.	A.	R.C.	–	R.C.	83	–	83	52	–	52	31
22	1600	Aghadoe,	Fosso,	V.T.	R.C.	–	R.C.	85	55	140	59	42	101	44
23	1601	Killarney,	Teirnaboul, m.	V.T.	R.C.	–	R.C.	99	–	99	54	–	54	30
24	1602	Do.	Gurtaquillane,	V.T.	R.C.	–	R.C.	125	124	249	63	60	123	65
25	1695	Kinnard,	Ardamore,	V.T.	R.C.	–	R.C.	105	81	186	70	56	126	63
26	1697	Dunquin,	Vicarstown,	V.T.	R.C.	–	R.C.	48	40	88	32	22	54	39
27	1699	Rattoo,	Ballyduff, m.	V.T.	R.C.	–	R.C.	122	–	122	84	–	84	50
28	1702	Cloghano,	Farrinakilli,	V.T.	R.C.	–	R.C.	52	48	100	32	27	59	31
29	1703	Kilcummin,	Gneveguillagh, m.	V.T.	R.C.	–	R.C.	135	–	135	99	–	99	56
30	1704	Do.	Rathmore, m.	V.T.	R.C.	–	R.C.	252	–	252	142	–	142	81
31	1797	Listowel,	Listowel, m.	V.T.	R.C.	–	R.C.	349	–	349	236	–	236	128
32	1832	Killorglin,	Killorglin, m.	V.T.	R.C.	–	R.C.	252	–	252	165	–	165	92
33	2002	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	218	218	–	163	163	95
34	2118	Ballynacourty,	Brackluin, m.	V.T.	R.C.	–	R.C.	126	–	126	77	–	77	40
35	2119	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	121	121	–	74	74	39
36	2120	Killehenny,	Gortnaskehi, m.	V.T.	R.C.	–	R.C.	172	–	172	113	–	113	65
37	2121	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	148	148	–	79	79	39
38	2165	Killury,	Drumnacurra, m.	V.T.	R.C.	–	R.C.	59	–	59	29	–	29	21
39	2166	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	55	55	–	47	47	21
40	2191	Killincy,	Castlegregory, m.	V.T.	R.C.	–	R.C.	149	–	149	97	–	97	54
41	2192	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	107	107	–	73	73	47
42	2193	Killinnane,	Filemore, m.	V.T.	R.C.	–	R.C.	92	–	92	64	–	64	36
43	2194	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	81	81	–	52	52	33
44	2197	Dromod,	Spunkane, m.	A.	R.C.	–	R.C.	123	–	123	82	–	82	49
45	2198	Do.	Do. f.	A.	R.C.	–	R.C.	–	111	111	–	64	64	39
46	2349	Duagh,	Duagh, m.		R.C.	–	R.C.	123	–	123	88	–	88	62
47	2417	Killinnan,	Fieries, m.	V.T.	R.C.	–	R.C.	169	–	169	117	–	117	66
48	2418	Molahiffe,	Knockaderry, m.	V.T.	R.C.	–	R.C.	141	–	141	100	–	100	64
49	2419	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	110	110	–	86	86	46
50	2424	Aghadoe,	Carhooreigh,	V.T.	R.C.	–	R.C.	82	79	161	50	47	97	48
51	2464	Kilbonane,	Faha, m.	B.	R.C.	–	R.C.	248	178	426	185	129	314	125
52	2493	Rattoo,	Ballyduff, f.	V.T.	R.C.	–	R.C.	–	105	105	–	78	78	43
53	2708	Knockane,	Cullinagh, f.	V.T.	–	R.C.	R.C.	–	162	162	–	113	113	56
54	2808	Aglish,	Ballymillane, m.	V.T.	R.C.	–	R.C.	97	–	97	75	–	75	40
55	2809	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	99	99	–	71	71	41
56	2810	Kilmoyley,	Kilmoyley, m.	V.T.	R.C.	–	R.C.	115	–	115	87	–	87	49
57	2811	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	118	118	–	82	82	37
58	2849	Kenmare,	Kenmare, m.	A.	–	Chris.	R.C.	180	–	180	138	–	138	98
59	2979	Kilcummin,	Clashnagarane, m.	V.T.	R.C.	–	R.C.	74	–	74	54	–	54	34
60	2980	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	73	73	–	54	54	35
61	2995	Do.	Rathmore, f.	V.T.	R.C.	–	R.C.	–	232	232	–	187	187	107
62	3132	Rattoo,	Slievavadarra, m.	V.T.	R.C.	–	R.C.	84	–	84	61	–	61	31
63	3133	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	67	67	–	50	50	26
64	3215	Valentia,	Valentia, m.	V.T.	R.C.	–	R.C.	139	–	139	84	–	84	50
65	3216	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	141	141	–	90	90	54
66	3263	Dysert,	Kilsarcon,	V.T.	R.C.	–	R.C.	62	44	106	41	26	67	29
67	3352	Castle Island,	Castle Island, m.	V.T.	R.C.	–	R.C.	201	–	201	142	–	142	75
68	3483	Killury,	Ballynoe,		R.C.	–	R.C.	55	49	104	41	33	74	45
69	3590	Duagh,	Trieneragh,		R.C.	–	R.C.	123	55	178	76	35	111	67
70	3686	Kilcummin,	Gneveguillagh, f.	V.T.	R.C.	–	R.C.	–	122	122	–	82	82	45
71	3761	Ballymacelligot,	Clogher, m.		R.C.	–	R.C.	136	–	136	95	–	95	58
72	3762	Do.	Do. f.		R.C.	–	R.C.	–	173	173	–	107	107	62
73	3784	Prior,	Imelaghmore, m.	V.T.	R.C.	–	R.C.	142	–	142	97	–	97	55
74	4063	Ballyheige,	Ballylangane, m.		R.C.	–	R.C.	49	38	87	36	26	62	36
75	4064	Liselton,	Ballyconry,		R.C.	–	R.C.	86	55	141	72	41	113	57

[a] Residence free.

1863.—Province of Munster: County of Kerry—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.				School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	In Salaries.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
14	14	12	14	3	57	10·6	0	15	2	—			—			18	0	0	3	10	0	10	0	0	13	10	0
80	64	8	5	2	159	10·5	2	6	0	—			—			28	0	0	4	0	0	10	0	0	14	0	0
13	15	3	15	3	49	9·8	1	8	9	—			3	10	0	40	0	0	8	16	11	10	0	0	18	16	11
50	43	25	19	–	137	9·3	2	8	8	—			—			39	0	0	1	7	6	—			1	7	6
40	31	44	39	13	167	10·4	2	2	6	2	5	0	—			52	8	4	2	3	9	—			[a]2	3	9
103	55	20	9	9	196	9·5	2	4	0	2	16	6	—			46	3	3	9	15	0	—			9	15	0
																			0	5	0	—			0	5	0
16	21	17	13	4	71	13·	1	1	3	—			—			16	0	0	1	6	3	—			1	6	3
21	22	16	15	–	74	9·3	1	1	3	—			—			24	0	0	—			2	0	0	2	0	0
22	8	11	11	3	55	9·6	1	1	9	—			—			30	8	4	3	10	0	4	12	3	8	2	3
44	25	23	11	14	117	10·3	1	4	7	—			—			16	15	0	2	6	6	—			2	6	6
27	28	8	11	3	77	8·9	0	11	0	—			—			32	15	0	—			2	6	1	2	6	1
26	27	30	15	11	109	9·	1	19	1	—			—			26	0	0	6	10	0	—			6	10	0
55	49	23	18	–	145	9·7	1	11	11	—			—			16	0	0	—			2	0	0	2	0	0
53	20	3	7	–	83	9·4	0	10	8	—			—			24	0	0	4	5	3	—			4	5	3
32	32	26	8	2	100	10.3	1	8	4	—			1	10	0	23	0	0	2	15	5	—			2	15	5
41	17	9	6	1	74	10·9	0	10	3	—			—			42	10	0	3	7	4	—			3	7	4
32	30	23	20	7	112	11·	1	2	3	—			—			56	15	0	5	18	0	—			5	18	0
38	52	49	24	20	190	10·5	2	1	6	—			3	0	0	106	11	8	18	10	6	20	0	0	38	10	6
68	80	44	38	43	263	11·	7	2	3	3	0	0	3	0	0	47	0	0	10	15	0	—			10	15	0
90	43	34	16	24	207	9·4	6	7	8	—			—			53	13	4	10	10	8	—			10	10	8
44	55	33	27	23	182	10·	—			—			4	0	0	24	0	0	2	18	10	5	0	0	7	18	10
29	39	16	10	–	94	8·5	0	10	0	1	10	6	—			28	0	0	1	9	6	5	0	0	6	9	6
33	38	14	7	–	92	9·7	0	15	0	1	19	6	—			39	0	0	4	0	0	—			4	0	0
61	56	18	11	7	156	9·7	1	15	11	—			—			14	0	0	0	3	6	—			0	3	6
52	32	12	5	4	105	9·3	—			—			—			24	0	0	1	11	3	—			1	11	3
22	15	6	6	–	49	9·6	—			1	10	0	—			16	0	0	1	3	6	—			1	3	6
14	13	8	6	–	41	10·6	—			1	10	0	—			43	10	0	10	12	6	3	0	0	13	12	6
47	33	28	13	12	133	10·5	1	16	9	1	17	6	1	10	0	28	0	0	5	1	0	—			5	1	0
39	30	12	15	–	96	9·7	0	11	6	1	10	0	1	0	0	24	0	0	5	0	0	2	0	0	7	0	0
24	21	14	13	6	78	10·	1	8	6	—			—			20	13	4	3	0	0	1	0	0	4	0	0
17	22	15	2	2	58	8·4	0	10	0	1	10	0	—			42	0	0	8	0	0	2	10	0	10	10	0
21	24	21	9	14	89	10·8	3	5	0	—			—			38	0	0	6	0	0	2	10	0	8	10	0
17	26	15	11	7	76	10·	—			—			—			45	0	0	10	7	6	—			10	7	6
31	30	23	15	4	103	9·8	0	16	7	1	17	6	—			46	10	6	7	19	1	—			7	19	1
42	29	22	10	19	122	10·	0	13	6	—			—			29	11	8	5	13	0	—			5	13	0
20	28	17	29	16	110	9·4	2	19	5	—			—			25	0	0	6	0	0	—			6	0	0
34	17	21	14	8	94	11·3	0	11	5	—			—			32	3	4	6	3	8	—			6	3	8
41	19	23	19	18	120	10·3	1	16	8	—			—			73	0	0	5	17	0	5	0	0	10	17	0
136	90	74	33	14	347	9·6	3	12	0	3	0	0	3	0	0	16	0	0	3	1	9	—			3	1	9
27	16	30	7	3	83	10·5	1	0	6	—			—			60	0	0	4	0	8	—			4	0	8
61	24	22	17	7	131	9·4	4	5	2	—			—			38	0	0	8	0	0	—			8	0	0
9	19	17	23	10	78	10·7	3	0	9	—			3	0	0	24	0	0	6	0	0	—			6	0	0
27	19	17	14	5	82	8·3	1	0	3	—			—			49	2	6	5	12	6	—			5	12	6
34	33	15	14	4	100	9·4	1	8	6	—			—			16	0	0	3	3	0	—			3	3	0
33	31	15	9	–	88	9·9	0	11	7	—			—			116	9	5	32	8	0	10	0	0	42	8	0
20	27	28	37	42	154	11·2	2	2	2	—			7	10	0	29	5	0	3	19	6	4	16	2	[a]8	15	8
21	18	12	9	9	69	10·3	1	9	6	—			1	10	0	26	16	8	4	2	0	2	6	3	6	8	3
13	8	18	13	15	67	10·7	1	3	3	—			4	10	0	92	15	0	4	1	0	—			4	1	0
48	72	50	22	20	212	10·2	5	1	8	—			1	0	0	24	0	0	0	17	7	0	10	0	1	7	7
26	19	17	6	2	70	9·2	0	18	6	—			1	0	0	16	6	8	1	10	0	—			1	10	0
29	10	12	8	–	59	10·4	0	5	0	1	10	0	—			47	0	0	8	0	0	—			8	0	0
34	24	16	11	11	96	9·8	1	2	1	1	17	6	—			50	6	8	1	9	0	—			1	9	0
40	35	17	11	5	108	9·9	2	0	3	1	17	6	1	0	0	32	0	0	2	0	0	—			2	0	0
25	12	22	3	2	64	9·8	0	11	10	—			—			43	0	0	1	4	6	—			1	4	6
–	–	57	54	28	139	13·7	1	10	3	—			—			25	14	0	4	10	0	—			4	10	0
38	22	12	8	4	84	8·	1	0	6	—			—			47	0	0	13	5	5	—			13	5	5
40	40	36	15	17	148	9·7	2	7	7	—			1	0	0	33	5	0	2	10	7	—			2	10	7
28	28	13	13	6	88	10·6	1	2	3	—			1	10	0	34	5	0	3	10	0	—			3	10	0
25	33	17	10	15	100	10·1	—			—			—			34	0	0	3	0	0	—			[a]3	0	0
50	28	18	17	8	121	8·5	1	17	10	—			1	10	0	66	1	8	1	10	11	1	10	0	3	0	11
36	24	25	17	10	112	11·2	2	0	2	—			—			18	0	0	2	11	3	—			2	11	3
16	29	10	7	–	62	8·4	0	11	6	1	10	0	—			51	0	0	0	5	0	—			0	5	0
55	33	13	27	2	132	8·6	1	14	1	1	17	6	—															

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
76	4251	Galey,	Coolard,	v.t.	R.C.	–	R.C.	161	144	305	108	89	197	104
77	4458	Dromod,	Ballinakilly,	v.t.	R.C.	–	R.C.	80	36	116	57	22	79	42
78	4459	Currans,	Currans, m.	v.c.	R.C.	–	R.C.	159	–	159	118	–	118	65
79	4460	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	111	111	–	73	73	39
80	4461	O'Dorney,	O'Dorney, m.	v.c.	R.C.	–	R.C.	103	–	103	75	–	75	39
81	4462	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	118	118	–	92	92	45
82	4463	Dromod,	Masterguihy,	v.c.	R.C.	–	R.C.	67	67	134	42	45	87	49
83	4615	Duagh,	Duagh, f.		R.C.	–	R.C.	–	126	126	–	93	93	52
84	4759	Templenoe,	Ruscussane, m.	v.c.	R.C.	–	R.C.	122	–	122	85	–	85	52
85	4760	Killeentierna,	Clounclough, m.	v.c.	R.C.	–	R.C.	107	–	107	49	–	49	21
86	4761	Do.	Do. f.	v.c.	R.C.	–	–	–	110	110	–	55	55	22
87	4762	Glenbeigh,	Glenbeigh, m.	v.c.	R.C.	–	R.C.	73	–	73	54	–	54	37
88	4763	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	71	71	–	44	44	30
89	4846	Kilkaskin,	Gurtnabinny,	v.c.	R.C.	–	R.C.	46	43	89	33	33	66	40
90	4858	Prior,	Imelaghmore f.	v.t.	R.C.	–	R.C.	–	111	111	–	71	71	39
91	5030	Duagh,	Knockalougha,		R.C.	–	R.C.	40	34	74	25	17	42	24
92	5119	Kenmare,	Cahir,	v.c.	R.C.	–	R.C.	112	71	183	80	50	130	72
93	5148	Templenoe,	Geraghsallagh,	v.c.	R.C.	–	R.C.	19	13	32	14	12	26	13
94	5168	Knockane,	Cirraghbeg, m.	v.c.	R.C.	–	R.C.	64	–	64	47	–	47	26
95	5169	Kiltallagh,	Castlemaine, m.	v.c.	R.C.	–	R.C.	92	–	92	66	–	66	39
96	5170	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	87	87	–	62	62	33
97	5193	Killorglin,	Glownaguillagh, f.	A.	R.C.	–	R.C.	–	74	74	–	46	46	26
98	5235	Kenmare,	Shelbourne, No. 1,	v.c.	R.C.	–	R.C.	43	19	62	26	11	37	25
99	5326	Knockane,	Cirraghbeg, f.	v.c.	R.C.	–	R.C.	–	38	38	–	32	32	19
100	5347	Kilcrohane,	Direenanar, m.	v.c.	R.C.	–	R.C.	110	–	110	62	–	62	31
101	5348	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	76	76	–	49	49	26
102	5349	Templenoe,	Ruscussane, f.	v.c.	R.C.	–	R.C.	–	90	90	–	61	61	32
103	5380	Ardfert,	Ardfert, f.		R.C.	–	R.C.	–	113	113	–	73	73	45
104	5381	Ballinahoglish,	Chapeltown,		R.C.	–	R.C.	51	57	108	34	36	70	33
105	5382	Kilflynn,	Kilflynn,		R.C.	–	R.C.	107	86	193	65	56	121	62
106	5422	Templenoe,	Direen,	v.c.	R.C.	–	R.C.	38	35	73	29	21	50	28
107	5423	Kenmare,	Goulane,	v.c.	R.C.	–	R.C.	39	35	74	29	26	55	30
108	5480	Tuosist,	Lehud,	v.c.	R.C.	–	R.C.	82	61	143	49	33	82	41
109	5481	Kilbonane,	Kilbonane, m.		R.C.	–	R.C.	112	–	112	80	–	80	41
110	5482	Do.	Do. f.		R.C.	–	R.C.	–	95	95	–	70	70	35
111	5484	Tuosist,	Shelbourne, No. 2,	v.c.	R.C.	–	R.C.	42	39	81	30	31	61	35
112	5517	Stradbally,	Magharees,	v.c.	R.C.	–	R.C.	74	56	130	56	37	93	48
113	5659	Kenmare,	Litter,	v.c.	R.C.	–	R.C.	34	19	53	25	12	37	20
114	5735	Glenbegh,	Keelnabrack, m.	v.c.	R.C.	–	R.C.	82	–	82	55	–	55	30
115	5736	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	65	65	–	46	46	28
116	5869	Killemlagh,	Portnagee,		R.C.	–	R.C.	78	36	114	55	24	79	54
117	5870	Castle Island,	Castle Island, No. 2,		E.C.	–	R.C.	95	13	108	47	6	53	22
118	5970	Aghadoe,	Sixmilebridge,	v.c.	R.C.	–	R.C.	157	105	262	101	62	163	87
119	6071	Kilcaragh,	Lixnaw, f.		R.C.	–	R.C.	–	145	145	–	80	80	38
120	6091	Tuosist,	Lansdowne,	v.c.	R.C.	–	R.C.	86	46	132	62	35	97	55
121	6113	Kilquane,	Kilquane,	v.c.	R.C.	–	R.C.	89	70	159	50	47	97	56
122	6227	Kilmalkedar,	Smerwick, m.	v.c.	R.C.	–	R.C.	101	–	101	59	–	59	31
123	6228	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	91	91	–	61	61	30
124	6244	Duagh,	Drumligach,		R.C.	–	R.C.	46	43	89	34	31	65	31
125	6294	Killarney,	Killarney adult, evg.		–	R.C.	R.C.	228	–	228	93	–	93	45
126	6335	Knockanure,	Knockanure,		R.C.	–	R.C.	75	64	139	44	44	88	52
127	6380	Kilnanare,	Fieries, f.	v.t.	R.C.	–	R.C.	–	138	138	–	101	101	55
128	6420	Finuge,	Finuge,		R.C.	–	R.C.	156	92	248	92	53	145	76
129	6465	Cloghane,	Ballyquin,		R.C.	–	R.C.	56	33	89	35	22	57	36
130	6535	Aughavallen,	Asdee, m.		–	R.C.	R.C.	136	–	136	96	–	96	65
131	6537	Annagh,	Derryquay,		R.C.	–	R.C.	41	63	104	24	32	56	28
132	6655	Brosna,	Brosna,		R.C.	–	R.C.	116	79	195	70	47	117	66
133	6656	Castle Island,	Knocknagashel,		R.C.	–	R.C.	77	52	129	52	25	77	41
134	6695	Ventry,	Ventry, m.		R.C.	–	R.C.	88	–	88	54	–	54	33
135	6726	Kilgobban,	Camp,		R.C.	–	R.C.	89	77	166	63	51	114	72
136	6814	Kilcaragh,	Lixnaw, m.		R.C.	–	R.C.	137	–	137	86	–	86	48
137	6825	Castle Island,	Ballinacartin,		R.C.	–	R.C.	65	47	112	52	42	94	52
138	6902	Ratass,	Lisatanavalla,		R.C.	–	R.C.	76	51	127	47	29	76	34

[a] Residence free.

1863.—Province of MUNSTER: County of KERRY—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
58	85	33	22	26	224	10·2	2	17	4	—			—			49	10	0	7	5	0	—			7	5	0
30	23	23	12	10	98	10·	0	17	9	—			—			36	10	0	4	10	0	—			4	10	0
29	33	33	21	23	139	10·	2	0	6	1	17	6	—			43	8	4	10	0	0	—			10	0	0
27	22	16	13	7	85	10·	0	13	7	1	10	0	1	10	0	16	0	0	3	7	6	—			3	7	6
30	10	12	8	7	67	11·5	1	2	8	1	10	0	1	10	0	24	0	0	3	15	9	—			3	15	9
36	41	10	15	–	102	9·	1	4	6	1	17	6	—			23	0	0	3	0	0	—			3	0	0
33	23	34	11	7	108	10·1	1	6	3	—			—			47	3	4	10	5	9	—			10	5	9
30	34	23	6	9	102	9·4	0	12	6	—			—			32	6	8	5	14	8	—			5	14	8
18	39	16	13	5	91	10·4	—			1	17	6	—			24	0	0	5	9	1	—			5	9	1
25	13	14	12	–	64	9·	0	17	1	1	10	0	—			18	0	0	4	0	0	1	0	0	5	0	0
[b]	–	–	–	–	–	–	0	15	3	—			—			7	0	0	—			—			—[b]		
13	21	21	11	–	66	9·9	0	14	3	—			1	10	0	24	0	0	4	1	8	2	0	0	6	1	8
26	17	8	6	–	57	8·4	0	10	6	—			1	10	0	24	0	0	3	12	6	2	0	0	5	12	6
29	22	19	3	–	73	10·	1	9	8	—			—			18	0	0	6	3	4	—			6	3	4
33	26	17	11	–	87	10·2	0	12	3	—			—			20	0	0	2	0	3	2	0	0	4	0	3
18	12	17	10	2	59	9·7	—			—			—			18	0	0	2	19	0	—			2	19	0
24	29	30	28	33	144	10·5	—			2	5	0	8	0	0	109	10	0	6	13	4	—			6	13	4
9	9	5	5	–	28	10·5	—			1	10	0	—			15	0	0	1	0	0	—			1	0	0
11	19	9	13	2	54	9·8	1	9	5	1	10	0	—			24	15	0	2	18	6	—			2	18	6
8	21	15	14	17	75	10·8	1	7	3	—			—			50	16	8	3	0	0	—			3	0	0
33	18	15	5	3	74	8·3	0	14	0	—			1	0	0	20	7	2	4	0	0	—			4	0	0
23	16	6	7	1	53	8·5	—			—			—			16	0	0	—			—			—		
5	12	15	9	9	50	10·	—			1	10	0	—			32	0	0	4	14	6	—			4	14	6
13	9	9	6	–	37	9·8	1	0	9	—			—			15	10	0	1	0	0	3	0	0	4	0	0
19	29	20	14	6	88	16·	—			—			—			16	10	0	3	19	10	—			3	19	10
25	25	13	3	2	68	12·4	—			—			—			18	8	4	3	2	8	—			3	2	8
20	14	19	7	3	63	10·5	—			1	10	0	—			20	0	0	3	0	0	—			3	0	0
33	34	7	10	–	84	9·6	0	14	5	1	10	0	4	0	0	32	13	4	1	7	6	—			1	7	6
23	19	23	12	–	77	10·3	0	10	1	1	10	0	—			42	10	0	5	0	0	—			5	0	0
51	44	17	12	8	132	10·5	0	10	3	1	17	6	—			50	0	0	4	1	0	—			4	1	0
20	8	11	17	5	61	11·9	5	0	6	—			—			27	0	0	6	12	0	—			6	12	0
14	14	13	17	5	63	10·	5	0	6	—			—			21	0	0	5	13	5	3	0	0	8	13	5
43	30	19	8	–	100	7·4	0	15	4	1	10	0	—			18	0	0	4	0	0	—			4	0	0
23	24	7	11	17	82	10·	0	19	3	—			—			41	13	4	3	10	8	5	0	0	8	10	8
24	7	18	17	12	78	9·2	1	0	9	—			2	10	0	26	13	4	3	13	5	5	0	0	8	13	5
30	28	6	4	1	69	8·1	0	11	0	1	10	0	—			18	0	0	1	19	0	—			1	19	0
35	34	22	11	8	110	10·4	0	19	4	—			1	10	0	45	18	4	7	10	0	—			7	10	0
15	11	6	9	5	46	9·6	3	5	5	—			—			15	15	0	1	1	6	—			1	1	6
26	12	14	8	4	64	9·5	1	0	9	—			—			24	0	0	3	6	0	—			3	6	0
22	6	15	9	5	57	9·5	0	12	0	—			—			24	10	0	2	0	0	—			2	0	0
40	21	17	7	9	94	9·3	1	1	5	—			—			35	10	0	7	10	0	—			7	10	0
23	7	9	9	5	53	10·5	0	12	9	—			—			15	0	0	0	10	0	6	0	0	6	10	0
41	50	46	23	21	181	9·9	2	19	10	2	12	6	9	0	0	67	8	4	14	4	0	—			14	4	0
36	28	18	12	8	102	10·	0	14	0	—			—			16	0	0	1	19	9	—			1	19	9
43	37	20	12	7	119	10·5	1	11	7	1	17	6	3	0	0	54	0	0	7	6	6	—			7	6	6
56	54	20	6	2	138	9·6	0	13	7	—			—			40	0	0	3	0	0	3	0	0	6	0	0
50	19	7	3	–	79	9·1	0	11	3	—			—			26	0	0	1	10	0	2	0	0	3	10	0
41	17	7	7	–	72	9·1	0	5	0	—			—			14	0	0	0	15	0	2	0	0	2	15	0
28	23	8	2	1	62	9·2	0	13	0	1	10	0	—			21	6	8	2	0	0	—			2	0	0
16	29	26	30	20	121	16·3	1	15	0	1	10	0	—			11	5	0	5	19	5	—			5	19	5
22	31	11	30	17	111	9·7	2	12	10	1	10	0	1	0	0	33	0	0	12	15	0	—			12	15	0
43	33	13	22	7	118	10·8	1	6	6	1	10	0	—			37	0	0	8	10	1	—			8	10	1
58	55	44	17	21	195	9·9	2	7	9	1	17	6	—			50	0	0	15	10	7	—			15	10	7
32	9	15	11	–	67	10·5	0	10	3	—			—			26	0	0	2	3	9	—			2	3	9
19	22	14	24	32	111	10·	3	5	5	—			5	0	0	93	16	8	23	0	0	1	5	0	[a]24	5	0
20	12	14	14	–	60	10·	—			—			—			21	10	0	2	3	1	—			2	3	1
32	49	10	25	13	129	8·7	1	18	6	—			—			32	0	0	5	18	4	—			5	18	4
25	31	19	15	8	98	10·5	0	15	0	—			—			31	0	0	2	19	6	—			2	19	6
41	17	11	8	–	77	10·9	0	6	4	—			—			18	0	0	0	16	6	—			0	16	6
39	68	31	9	–	147	10·2	3	1	3	—			—			27	0	0	8	11	3	—			8	11	3
26	42	22	9	7	106	9·6	1	0	3	—			—			24	0	0	6	12	0	—			6	12	0
36	35	21	17	11	120	10·6	2	16	7	—			—			26	0	0	4	15	8	—			4	15	8
48	29	15	10	–	102	10·2	0	11	11	—			—			24	0	0	—			—			—		

[b] Returns not available. Dismissed teacher in charge. Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
139	6904	Clogherbrian, .	Ballyroe, . f.		R.C.	–	R.C.	46	84	130	34	63	97	42
140	7009	Aughavallen, .	Asdee, . f.		–	R.C.	R.C.	–	121	121	–	88	88	49
141	7057	Kilkaskin, .	Tulloha, . f.	A.	–	Chris.	R.C.	–	71	71	–	52	52	35
142	7116	Ballyheige, .	Kerryhead, . .		R.C.	–	R.C.	33	35	68	24	22	46	28
143	7122	Tuosist, . .	Daurus, . f.	A.	–	Chris.	R.C.	–	51	51	–	35	35	18
144	7158	Kilcrohan, .	Cahirdaniel, m.		–	R.C.	R.C.	123	–	123	82	–	82	50
145	7159	Do. . .	Do. . . f.		–	R.C.	R.C.	–	84	84	–	55	55	39
146	7244	Ventry, . .	Ventry, . f.		R.C.	–	R.C.	–	67	67	–	49	49	33
147	7381	Liselton, . .	Liselton, . .		R.C.	–	R.C.	99	88	187	59	50	109	51
148	7390	Ballinahoglish,	Spa, . . m.		R.C.	–	R.C.	76	–	76	45	–	45	28
149	7391	Do. . .	Do. . . f.		R.C.	–	R.C.	–	54	54	–	43	43	25
150	7438	Kilfeigney, .	Kilfeigney, . .		R.C.	–	R.C.	110	83	193	78	58	136	65
151	7446	Kilgarvan, .	Morleysbridge, .	v.c.	R.C.	–	R.C.	42	56	98	32	41	73	42
152	7536	Do. . .	Kilgarvan, . m.	v.c.	R.C.	–	R.C.	150	–	150	110	–	110	64
153	7537	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	104	104	–	76	76	47
154	7563	Ballincuslane, .	Glountane, . .	v.c.	E.C.	–	R.C.	103	102	205	50	52	102	43
155	7660	Kilcooley, .	Beale, . m.		R.C.	–	R.C.	101	–	101	63	–	63	35
156	7661	Do. . .	Do. . . f.		R.C.	–	R.C.	–	129	129	–	72	72	34
157	7735	Killahan, . .	Killahan, . m.		R.C.	–	R.C.	102	–	102	63	–	63	32
158	7814	Templenoe, .	Direendarragh, f.	v.c.	R.C.	–	R.C.	–	90	90	–	54	54	32
159	7848	Murhur, . .	Murhur, . m.		R.C.	–	R.C.	150	–	150	97	–	97	50
160	7849	Do. . .	Do. . . f.		R.C.	–	R.C.	–	173	173	–	123	123	65
161	7887	Valentia, . .	Knightstown, m.	v.c.	–	E.C.	R.C.	74	28	102	56	22	78	52
162	7888	Do. . .	Do. . . f.	v.c.	–	E.C.	R.C.	–	54	54	–	48	48	30
163	7930	Killahan, .	Killahan, . f.		R.C.	–	R.C.	–	97	97	–	69	69	30
164	7979	Cloghane, .	Clohane, . .		R.C.	–	R.C.	71	50	121	52	38	90	51
165	7990	Molahiffe, .	Ballyfinnane, m.	v.c.	–	R.C.	R.C.	117	–	117	87	–	87	52
166	7991	Do. . .	Do. . . f.	v.c.	–	R.C.	R.C.	–	114	114	–	82	82	44
167	8044	Ballyheigue, .	Tiershanahan, .		R.C.	–	R.C.	43	42	85	20	25	54	30
168	8062	Killaha, . .	Clounkeen, . .	v.c.	R.C.	–	R.C.	89	80	169	55	41	96	50
169	8147	Killemlagh, .	The Glen, . .	v.c.	–	R.C.	R.C.	101	72	173	76	52	128	78
170	8148	Killinane, .	Kells, . . .	v.c.	–	R.C.	R.C.	44	33	77	35	26	61	46
171	8184	Castleisland, .	Scartaglin, . .	v.c.	R.C.	–	R.C.	147	107	254	89	62	151	73
172	8252	Kilcrohane, .	Sneem, . f.	v.c.	R.C.	–	R.C.	–	102	102	–	56	56	31
173	8332	Killarney, .	Tiernaboul, f.		R.C.	–	R.C.	–	64	64	–	47	47	30
174	8607	Kilcummin, .	Inch, . . f.		R.C.	–	R.C.	–	54	54	–	27	27	27
175	8680	Ballincuslane, .	Loughfouder, .		R.C.	–	R.C.	66	33	99	43	24	67	35
176	8791	Killarney, .	Lissivigeen, m.		R.C.	–	R.C.	182	–	182	127	–	127	71
177	8792	Do. . .	Do. . . f.		R.C.	–	R.C.	–	90	90	–	67	67	38
178	8818	Kenmare .	Kenmare,parochial,		E.C.	–	E.C.	30	19	49	22	16	38	27
179	8985	Castleisland, .	Castleisland, i.	v.t.	R.C.	–	R.C.	204	–	204	140	–	140	77
180	9037	Kilcrohane, .	Glenlough, temp.		R.C.	–	R.C.	65	37	102	55	30	85	53
181	9038	Killinane, .	Killurly, . .		R.C.	–	R.C.	83	58	141	45	33	78	46
182	9048	Ballyseedy, .	Ballyseedy, . m.		R.C.	–	R.C.	110	–	110	70	–	70	45
183	9055	Do. . .	Do. . . f.		R.C.	–	R.C.	–	79	79	–	65	65	37
184	9090	Kilcummin, .	Shrone, . m.		R.C.	–	R.C.	114	–	114	81	–	81	61
185	9091	Do. . .	Do. . . f.		R.C.	–	R.C.	–	83	83	–	55	55	38
186	9098	Kilgarrylander,	Boulteen, . .		R.C.	–	R.C.	146	83	229	82	55	137	75
187	9178	Caher, . .	Caherciveen, .		E.C.	–	E.C.	18	12	30	18	12	30	23
188	9179	Minnard, .	Minnard, . .		R.C.	–	R.C.	83	72	155	73	65	138	80
189	9189	Prior, . .	Ballinskelligs, .		R.C.	–	R.C.	69	59	128	54	46	100	63
			Total of Ordinary Schools, 189, .					13,839	10,412	24,251	9,212	6,985	16,197	9,033
			CONVENT, MONASTIC, POOR LAW UNION, AND ORDINARY AGRICULTURAL SCHOOLS.											
1	7813	Templenoe, .	Direendarragh Ordinary Agricul.	v.c.	R.C.	–	R.C.	108	–	108	71	–	71	40
2	8251	Kilcrohane, .	Sneem do.	v.c.	R.C.	–	R.C.	190	–	190	129	–	129	75
3	1793	Killarney, .	Killarney Monastic, m.	B.	R.C.	–	R.C.	416	–	416	365	–	365	223
4	3655	Kilcoleman, .	Ballyoughtera do.		R.C.	–	R.C.	278	–	278	178	–	178	101
5	533	Killarney, .	Killarney Convt. f.	B.	–	R.C.	R.C.	–	626	626	–	424	424	264

[a] Residence free.

1863.—Province of Munster : County of Kerry—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
46	18	20	7	3	94	15·1	1	2	5	—			—			21	3	4	1	16	11	—			1	16	11
30	22	10	10	10	82	9·	1	15	0	1	17	6	1	0	0	31	1	8	7	10	0	2	0	0	9	10	0
26	12	2	16	3	59	9·5	0	13	3	1	10	0	—			24	13	4	4	0	0	5	0	0	9	0	0
28	13	3	4	–	48	8·1	0	10	9	1	10	0	—			22	13	4	2	2	9	—			2	2	9
12	8	14	2	5	41	9·2	0	10	3	—			—			24	0	0	—			5	0	0	5	0	0
23	26	21	14	12	96	10·7	—			—			1	10	0	56	6	8	8	0	0	5	0	0	13	0	0
18	24	9	8	3	62	8·6	0	12	3	—			—			33	1	8	4	10	0	5	0	0	9	10	0
31	17	4	6	–	58	8·9	0	10	3	—			1	0	0	20	0	0	0	13	6	—			0	13	6
57	49	13	13	7	139	9·3	0	10	0	—			—			40	0	0	4	5	6	—			4	5	6
24	21	13	6	–	64	9·1	—[b]			—			—			18	0	0	—			—			—		
14	14	14	4	–	46	11·	0	10	0	—			—			20	0	0	3	1	0	—			3	1	0
72	54	32	21	6	185	9·5	1	7	3	—			—			26	16	8	3	1	9	—			3	1	9
23	20	15	10	10	78	10·	1	1	11	—			—			24	0	0	3	1	0	—			3	1	0
20	25	20	22	34	121	10·4	3	0	0	1	17	6	5	10	0	42	10	0	7	17	4	1	0	0	8	17	4
24	26	11	15	14	90	10·	0	11	0	1	10	0	—			42	16	8	1	13	11	—			1	13	11
37	50	24	8	–	119	11·2	—			—			—			17	18	4	2	10	0	5	0	0	7	10	0
27	20	13	16	–	76	9·9	2	19	11	1	10	0	—			18	0	0	0	17	0	—			0	17	0
28	22	21	9	5	85	9·2	0	19	6	1	10	0	—			14	0	0	4	16	0	—			4	16	0
22	23	12	10	–	67	9·8	1	7	7	1	10	0	—			15	0	0	5	2	0	—			5	2	0
14	17	10	9	9	59	11·2	—			—			—			26	0	0	5	7	0	—			5	7	0
38	34	14	23	22	131	12·	2	2	2	1	17	6	—			43	16	8	12	8	6	—			12	8	6
51	35	36	10	13	145	10·	2	17	2	1	17	6	—			43	5	0	14	6	1	—			14	6	1
20	14	15	8	9	66	10·3	2	5	0	4	10	0	—			23	2	2	15	0	0	—			15	0	0
15	13	9	8	6	51	8·9	1	17	6	4	10	0	—			10	0	0	4	10	0	—			4	10	0
30	22	9	17	–	78	10·	0	10	5	—			1	0	0	16	0	0	4	5	0	—			4	5	0
37	24	34	8	3	106	10·2	1	0	6	—			—			26	0	0	7	0	0	—			7	0	0
33	21	18	13	15	100	9·8	0	8	6	—			—			42	0	0	8	10	0	—			8	10	0
52	20	10	8	8	98	8·1	0	19	9	—			—			22	0	0	2	0	0	—			2	0	0
35	15	12	4	–	66	9·5	0	10	3	—			—			18	0	0	2	0	0	—			2	0	0
46	43	26	8	–	123	11·2	1	16	10	—			—			31	5	6	7	0	0	—			7	0	0
69	36	41	17	–	163	11·	2	0	3	4	10	0	—			10	0	0	6	7	0	—			6	7	0
44	8	6	12	6	76	10·2	0	10	0	4	10	0	—			7	10	0	2	8	6	—			2	8	6
43	65	44	30	13	195	11·	2	5	6	—			—			47	0	0	11	0	5	—			11	0	5
26	22	8	9	5	70	10·2	1	1	1	—			—			24	8	4	4	19	10	—			4	19	10
10	18	8	10	4	50	9·9	0	12	6	1	9	9	—			17	10	0	3	4	6	—			3	4	6
—[b]	–	–	–	–	–	–	—			—			—			8	3	4	—			—			—[b]		
34	29	4	12	5	84	10·8	1	11	2	—			—			15	0	0	3	5	6	—			3	5	6
24	54	18	29	31	156	11·1	2	17	4	—			—			85	10	0	11	15	9	—			11	15	9
31	18	12	13	5	79	10·2	—			—			—			12	16	8	3	5	0	—			3	5	0
7	6	8	7	9	37	9·6	1	16	1	0	19	0	—			16	10	0	5	5	0	—			5	5	0
89	77	12	–	–	178	8·	0	15	7	—			—			25	5	0	0	11	5	—			0	11	5
41	39	8	10	4	102	10·1	1	9	9	—			—			25	0	0	8	16	8	—			8	16	8
41	32	11	7	1	92	9·2	1	0	0	—			—			24	0	0	14	0	3	—			14	0	3
38	18	13	8	5	82	12·	1	1	11	4	0	0	—			24	0	0	5	6	0	—			5	6	0
36	8	17	6	–	67	10·2	0	17	0	4	0	0	—			20	0	0	3	0	0	—			3	0	0
33	37	13	7	9	99	9·9	2	16	0	4	0	0	—			12	0	0	7	7	2	—			7	7	2
43	20	14	4	2	83	10·	1	13	2	4	0	0	—			11	13	4	2	13	0	—			2	13	0
71	44	17	19	–	151	8·8	1	6	11	6	0	0	—			8	15	0	6	8	9	—			6	8	9
12	4	6	8	–	30	8·6	1	19	0	4	0	0	—			2	10	0	—			16	3	0	[a]16	3	0
78	58	16	8	–	160	9·2	1	0	3	6	0	0	—			5	0	0	3	6	9	—			3	6	9
58	45	8	17	–	128	10·5	0	14	9	5	0	0	—			8	0	0	3	16	0	—			3	16	0
6,359	5,318	3,464	2,426	1,423	18,990		255	1	11	159	2	10	106	10	0	6,038	2	3	923	11	0	207	2	7	1,135	13	7
23	22	11	17	9	82	10·8	5	0	6	2	11	6	2	10	0	41	10	0	10	0	0	3	0	0	13	0	0
31	43	37	23	17	151	10·4	2	4	0	3	19	10	—			88	10	0	20	6	10	—			20	6	10
153	99	59	29	28	368	10·3	13	2	7	12	13	3	—			85	13	4	—			40	0	0	40	0	0
87	60	28	16	27	218	9·5	4	3	11	—			2	0	0	48	3	4	—			—			—		
199	59	60	43	106	467	8·7	22	9	10	—			21	0	0	90	6	8	—			—			—		

[b] Returns not available. Dismissed teacher in charge. Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
6	538	Dingle,	Dingle Convent, f.	B.	R.C.	–	R.C.	–	568	568	–	388	388	230
7	545	Tralee,	Tralee do.		R.C.	–	R.C.	–	735	735	–	521	521	443
8	1859	Kilcolman,	Miltown do.	B.	–	R.C.	R.C.	–	374	374	–	257	257	140
9	2884	Caher,	Caherciveen do.		–	R.C.	R.C.	–	602	602	–	390	390	228
10	4062	Listowel,	Listowel do.		–	R.C.	R.C.	–	818	818	–	519	519	295
11	6215	Castle Island,	Castle Island do.		R.C.	–	R.C.	–	579	579	–	410	410	252
12	6654	Killarney,	Killarney do. No. 2,		R.C.	–	R.C.	54	208	262	45	165	210	137
13	8320	Kenmare,	Kenmare do. (2),		R.C.	–	R.C.	91	489	580	77	433	510	384
14	3860	Ratass,	Tralee Workhouse,		– (Poor Law Guards.)		R.C.	162	153	315	82	96	178	147
15	4314	Listowel,	Listowel do.		–		R.C.	98	96	194	64	56	120	81
16	4340	Killarney,	Killarney do.		–		R.C.	85	110	195	58	79	137	106
17	4670	Kenmare,	Kenmare do.		–		R.C.	62	70	132	40	41	81	59
18	4996	Caher,	Caherciveen do.		–		R.C.	53	75	128	33	46	79	52
19	5324	Dingle,	Dingle do.		–		R.C.	64	60	124	36	49	85	59
20	6962	Ratass,	Tralee Gaol,		– (Gov. of Gaol.)		R.C.	118	30	148	14	4	18	17
			Total of Special Schools, 20,					1,779	5,593	7,372	1,192	3,878	5,070	3,333
			Grand Total for Co. Kerry, 209,					15,618	16,005	31,623	10,404	10,863	21,267	12,366

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	552	Abington,	Kishyquirk, m.		–	E.C.	R.C.	120	–	120	92	–	92	56
2	553	Do.	Do. f.		–	E.C.	R.C.	–	92	92	–	74	74	47
3	556	Stradbally,	Mount Shannon, f.		–	E.C.	R.C.	–	148	148	–	84	84	49
4	557	Caherconlish,	Inch St. Laurence,	V.T.	R.C.	–	R.C.	115	62	177	83	59	142	67
5	558	Do.	Kilmurry,	V.T.	R.C.	–	R.C.	76	73	149	58	58	116	59
6	560	Clonkeen,	Clonkeen,		–	E.C.	R.C.	51	47	98	34	34	68	34
7	561	Killeedy,	Raheenagh, m.		R.C.	–	–[b]	111	–	111	80	–	80	48
8	562	Killeenagariff,	Ahane, m.		–	E.C.	R.C.	159	–	159	101	–	101	60
9	563	Do.	Do. f.		–	E.C.	R.C.	–	77	77	–	53	53	25
10	564	Kilfinnane,	Kilfinnane, m.		R.C.	–	R.C.	137	–	137	81	–	81	48
11	566	Monagay,	Glenmore,		R.C.	–	R.C.	100	93	193	84	73	157	93
12	1143	Galbally,	Lowtown, m.	V.T.	R.C.	–	R.C.	234	–	234	154	–	154	95
13	1144	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	143	143	–	129	129	82
14	1281	Ardagh,	Ardagh, m.		R.C.	–	R.C.	179	–	179	117	–	117	76
			Do. evg.		–	–		62	–	62	41	–	41	18
15	1282	Rathkeale,	Rathkeale, m.	V.T.	R.C.	–	R.C.	118	–	118	54	–	54	33
16	1511	Do.	Do. f.	V.T.	R.C.	–	R.C.	60	93	153	15	25	40	31
17	1548	Killagholehane,	Broadford, m.		R.C.	–	R.C.	126	–	126	87	–	87	52
18	1756	Aglish Cormick,	Cloverfield, m.	V.T.B.	R.C.	–	R.C.	75	–	75	56	–	56	31
19	1775	Do.	Do. f.	V.T.B.	R.C.	–	R.C.	–	73	73	–	54	54	30
20	1868	Ballybrood,	Caherline,		R.C.	–	R.C.	96	82	178	65	58	123	65
21	1934	Mahoonagh,	Feohanagh,		R.C.	–	R.C.	90	105	195	65	73	138	81
22	1935	Kilmallock,	SS. Peter & Paul's, m.		R.C.	–	R.C.	129	–	129	88	–	88	61
23	1980	Kilteely,	Kilteely, m.	V.T.	R.C.	–	R.C.	153	–	153	122	–	122	74
24	1987	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	186	186	–	120	120	71
25	2007	Croagh,	Croagh, m.		R.C.	–	R.C.	82	–	82	60	–	60	33
26	2008	Do.	Do. f.		R.C.	–	R.C.	–	108	108	–	76	76	38
27	2039	Askeaton,	Askeaton, m.	V.T.	R.C.	–	R.C.	149	–	149	96	–	96	55
28	2040	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	201	201	–	125	125	72
29	2184	Caherelly,	Caherelly,	V.T.	R.C.	–	R.C.	64	65	129	46	46	92	44
30	2222	Ardagh,	Ardagh, f.		R.C.	–	R.C.	–	127	127	–	100	100	55
31	2289	Stradbally,	Castleconnell, m.		R.C.	–	R.C.	139	–	139	78	–	78	46
32	2358	Monagay,	Templeglentane, m.	V.T.	R.C	–	R.C.	182	–	182	137	–	137	94
33	2359	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	198	198	–	142	142	99

[a] Residence free.

863.—Province of MUNSTER : County of KERRY—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
180	100	55	89	18	442	11·	22 15 7	—	—	81 18 4	—	—	—	
308	117	75	53	52	605	8·2	5 9 4	—	7 0 0	136 8 9	—	—	—	
74	61	47	43	100	325	10·4	5 10 0	—	5 0 0	51 10 0	—	—	—	
208	98	49	63	25	443	10·5	6 10 0	—	8 0 0	82 18 4	—	—	—	
130	88	73	64	75	430	12·	5 10 9	4 17 6	17 0 0	95 5 0	—	—	—	
148	58	49	42	33	330	10·	14 9 0	8 0 5	15 10 0	81 19 7	—	—	—	
115	40	20	27	17	219	8·3	2 13 3	—	—	47 5 0	—	—	—	
219	76	108	48	62	513	8·4	16 19 0	15 15 0	32 0 0	138 9 7	—	—	—	
107	66	21	17	17	228	9·2	6 14 5	2 12 6	5 5 0	—	—	—	—	
72	43	18	9	5	147	8·	2 12 11	—	—	—	—	—	—	
44	30	22	17	26	139	10·	6 7 9	—	8 0 0	—	—	—	—	
30	16	12	9	15	82	9·1	2 14 3	—	5 0 0	—	—	—	—	
44	14	4	9	–	71	7·8	1 13 9	—	2 10 0	—	—	—	—	
35	17	16	9	6	83	9·2	3 0 0	1 17 6	3 0 0	—	—	—	—	
14	10	10	–	–	34	16·5	0 10 3	—	—	—	—	—	—	
2,221	1,117	774	627	638	5,377		150 11 1	52 7 6	133 15 0	1,069 17 11	30 6 10	43 0 0	73 6 10	
3,580	6,435	4,238	3,053	2,061	24,367		405 13 0	211 10 4	240 5 0	7,108 0 2	958 17 10	250 2 7	1,209 0 5	

LIMERICK—186 Schools.

18	32	15	20	7	92	11·	2 5 4	—	—	61 10 10	5 0 5	4 0 0	9 0 5	
21	18	10	19	9	77	10·5	1 5 5	—	—	27 10 0	2 3 6	4 10 0	[b]6 13 6	
33	19	11	7	14	84	9·	2 1 0	—	—	32 6 8	6 8 3	6 0 0	[a]12 8 3	
51	34	31	31	11	158	11·	2 6 8	—	1 0 0	44 3 4	10 3 6	—	10 3 6	
46	35	20	13	12	126	10·	1 10 1	—	—	36 0 0	5 2 0	—	5 2 0	
39	20	10	8	1	78	9·2	1 13 9	—	—	44 0 0	4 16 6	—	[a]4 16 6	
26	21	8	16	11	82	9·2	1 6 3	—	—	47 6 8	9 2 3	—	9 2 3	
32	23	16	21	21	113	10·	2 5 5	—	4 10 0	50 13 4	13 9 0	20 0 0	[a]33 9 0	
18	16	12	6	6	58	10·2	1 16 0	—	3 0 0	36 13 4	3 6 0	10 0 0	[a]13 6 0	
27	30	17	12	9	95	10·9	3 10 0	—	1 10 0	48 10 0	13 4 0	—	13 4 0	
65	42	24	24	25	180	10·	3 5 6	—	1 0 0	79 15 0	10 0 0	5 0 0	15 0 0	
46	45	19	35	23	168	10·6	0 18 0	—	—	68 6 8	20 11 6	—	20 11 6	
16	38	23	17	8	102	9·3	2 2 3	—	—	54 11 8	7 7 6	—	7 7 6	
29	30	24	22	20	125	10·	4 1 3	4 19 0	2 10 0	56 11 1	15 5 0	—	15 5 0	
11	17	11	23	–	62	19·					3 0 0	—	3 0 0	
27	20	25	2	7	81	10·8	1 0 6	—	—	23 10 0	6 0 0	—	6 0 0	
79	30	13	11	–	133	7·5	1 1 9	—	—	31 5 0	4 17 1	—	4 17 1	
25	18	11	17	19	90	10·8	2 17 3	—	—	39 0 0	2 0 0	1 0 0	3 0 0	
21	9	16	8	3	57	10·	0 8 7	—	—	18 0 0	6 14 6	—	6 14 6	
20	14	11	10	–	55	10·5	0 7 5	—	—	22 0 0	5 11 10	—	5 11 10	
47	47	19	14	21	148	10·1	1 11 1	—	—	64 0 0	14 17 6	—	14 17 6	
34	24	31	21	40	150	10·	2 10 0	—	3 0 0	61 6 8	15 10 0	—	[a]15 10 0	
10	21	6	26	30	93	12·	3 4 10	—	5 10 0	63 18 4	19 0 0	3 0 0	22 0 0	
45	28	22	15	22	132	10·9	1 0 0	—	3 0 0	86 10 0	10 18 6	—	10 18 6	
34	33	29	19	18	133	9·8	2 13 2	—	1 0 0	59 6 8	18 19 6	—	[a]18 19 6	
25	20	7	21	4	77	11·	0 15 0	—	1 0 0	27 15 0	4 17 9	—	4 17 9	
34	25	11	16	5	91	9·2	1 1 0	—	—	30 0 0	7 12 6	—	7 12 6	
13	32	20	27	18	110	11·5	2 5 9	—	—	42 15 0	13 15 9	—	[a]13 15 9	
29	42	24	30	20	145	10·2	2 0 0	—	—	49 16 8	12 17 11	—	12 17 11	
58	29	18	14	10	129	9·5	1 1 9	—	—	33 1 1	8 10 0	—	8 10 0	
38	25	10	22	14	109	11·	1 11 6	—	—	32 10 0	9 13 0	—	9 13 0	
23	25	21	13	15	97	10·2	2 13 0	—	—	40 15 0	6 5 8	—	6 5 8	
33	30	19	26	29	137	10·2	4 12 10	—	3 0 0	76 0 10	6 8 5	15 0 0	[a]21 8 5	
45	39	10	40	14	148	10·2	2 18 4	—	3 0 0	59 10 0	5 2 0	12 0 0	[a]17 2 0	

[b] No teacher in school on 31st December, 1863.

I.—List of Schools in operation on the 31st Decemb

ORDINARY TOWN A

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
34	2539	Abbeyfeale,	Abbeyfeale, m.		R.C.	–	R.C.	198	–	198	149	–	149	1
35	2540	Robertstown,	MountTrenchard,m		–	E.C.	R.C.	91	–	91	66	–	66	
36	2696	Croom,	Croom, m.		R.C.	–	R.C.	122	–	122	92	–	92	
37	2697	Do.	Do. f.		R.C.	–	R.C.	–	166	166	–	143	143	
38	2813	Robertstown,	Foynes, m.	A.	–	E.C.	R.C.	91	–	91	72	–	72	
39	2814	Do.	Do. f.	A.	–	E.C.	R.C.	–	88	88	–	75	75	
40	2909	Ballingarry,	Ballingarry, m.	V.T.	R.C.	–	R.C.	175	–	175	131	–	131	
41	2910	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	169	169	–	132	132	
42	2911	Kilcornan,	Kilcornan, .	V.T.	R.C.	–	R.C.	94	82	176	53	57	110	
43	3131	Robertstown,	MountTrenchard,f.		–	E.C.	R.C.	–	95	95	–	70	70	
44	3221	Darragh,	Glenroe, m.		R.C.	–	R.C.	147	–	147	103	–	103	
45	3231	Kilfergus,	Glin, m.	A.	R.C.	–	R.C.	167	–	167	128	–	128	
46	3232	Do.	Do. f.	A.	R.C.	–	R.C.	–	153	153	–	108	108	
47	3699	Chapel Russell,	Pallaskenry, m.		R.C.	–	R.C.	126	–	126	97	–	97	
48	3786	Shanid,	Shanagolden, m.	A.	–	E.C.	R.C.	–	131	131	–	96	96	
49	3934	Kilcolman,	Kilcolman, .	V.T.	R.C.	–	R.C.	129	80	209	86	53	139	
50	4184	Shanid,	Shanagolden, f.		–	E.C.	R.C.	–	116	116	–	80	80	
51	4412	Dromcolliher,	Dromcolliher, m.		R.C.	–	R.C.	165	–	165	104	–	104	
52	4466	Monasteranenagh	Ballymartin,	V.C.	R.C.	–	R.C.	145	91	236	101	65	166	
53	4467	Corcomohide,	Killacolla, m.	V.C.	R.C.	–	R.C.	94	–	94	86	–	86	
54	4468	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	124	124	–	107	107	
55	4469	Kilmeedy,	Feenagh, m. day,	V.C.	R.C.	–	R.C.	169	–	169	159	–	159	
			Do. evg.		–	–	–	91	12	103	84	8	92	
56	4470	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	158	158	–	119	119	
57	4471	Drehidtarsna,	Drehidtarsna,	V.C.	R.C.	–	R.C.	84	60	144	61	42	103	
58	4587	Shanid,	Shanagolden, i.		–	E.C.	R.C.	47	49	96	31	37	68	
59	4764	Mungret,	Patrickswell, m.	V.C.	R.C.	–	R.C.	168	–	168	96	–	96	
60	4765	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	112	112	–	80	80	
61	4820	Doon,	Coogy, m.		–	E.C.	R.C.	136	–	136	91	–	91	
62	4877	Ardagh,	Killaghteen,		–	E.C.	R.C.	79	90	169	55	63	118	
63	5195	Knockainy,	Knockainy, m.		R.C.	–	R.C.	99	42	141	68	30	98	
64	5383	Doon,	Coogy, f.		–	E.C.	R.C.	–	127	127	–	74	74	
65	5564	Kilkeedy,	Tervoe, m.	V.C.	R.C.	–	R.C.	156	–	156	114	–	114	
66	5639	St. Mary's,	Limerick adult evg.		R.C.	–	R.C.	124	–	124	50	–	50	
67	5773	Mahoonagh,	Mahoonagh,		R.C.	–	R.C.	132	98	230	112	81	193	1
68	5836	Stradbally,	Castleconnell, f.		R.C.	–	R.C.	–	106	106	–	63	63	
69	5880	Abington,	Murroe, m.	V.C.	–	E.C.	R.C.	184	–	184	112	–	112	
70	5881	Do.	Do. f.	V.C.	–	E.C.	R.C.	–	186	186	–	118	118	
71	5908	Kilfinnane,	Kilfinnane, f.		R.C.	–	R.C.	–	200	200	–	107	107	
72	5909	Caherconlish,	Caherconlish,		R.C.	–	R.C.	70	72	142	47	48	95	
73	5930	Ballylanders,	Ballylanders, m.		R.C.	–	R.C.	230	–	230	157	–	157	
74	5931	Do.	Do. f.		R.C.	–	R.C.	–	202	202	–	147	147	
75	5932	Kilkeedy,	Tervoe, f.		R.C.	–	R.C.	–	184	184	–	132	132	
76	6031	St. Munchin's,	Villiers, f.		E.C.	–	Pres.	–	56	56	–	41	41	
77	6141	Do.	Do. m.		Pres.	–	Pres.	98	–	98	58	–	58	
78	6404	Knockaderry,	Knockaderry, m.		R.C.	–	R.C.	96	–	96	84	–	84	
79	6405	Do.	Do. f.		R.C.	–	R.C.	–	85	85	–	78	78	
80	6426	Killeely,	Thomondgate, f.		R.C.	–	R.C.	–	98	98	–	61	61	
81	6516	Kildimo,	Kildimo, m.	V.C.	–	Diss.	R.C.	134	–	134	85	–	85	
82	6517	Do.	Do. f.	V.C.	–	Diss.	R.C.	–	122	122	–	90	90	
83	6539	Caheravally,	Knockea, m.		R.C.	–	R.C.	131	–	131	110	–	110	
84	6540	Dromcolliher,	Dromcolliher, f.		R.C.	–	R.C.	–	198	198	–	140	140	
85	6541	Corcomohide,	Castletown,		R.C.	–	R.C.	81	83	164	53	50	103	
			Do. evg.		–	–	–	69	26	95	53	12	65	
86	6542	Grean,	Derk, m.		–	R.C.	R.C.	62	–	62	42	–	42	
87	6543	Hospital,	Hospital, m.		R.C.	–	R.C.	209	–	209	135	–	135	
88	6544	Do.	Do. f.		R.C.	–	R.C.	–	181	181	–	136	136	
89	6630	Grean,	Nicker, m.		R.C.	–	R.C.	227	–	227	173	–	173	
90	6657	Adare,	Shountrade,		R.C.	–	R.C.	67	45	112	45	29	74	
91	6788	Emlygrenan,	Clareen,		R.C.	–	R.C.	107	89	196	89	57	146	
92	6835	Grean,	Derk, f.		–	R.C.	R.C.	–	78	78	–	46	46	
93	6870	Chapel Russell,	Pallaskenry, f.		R.C.	–	R.C.	–	137	137	–	109	109	
94	6915	Donaghmore,	Donaghmore,		R.C.	–	R.C.	54	52	106	42	41	83	

[a] Residence free.

863.—Province of MUNSTER : County of LIMERICK—*continued.*

ERAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.	School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
44	30	17	17	52	160	11·4	3	2	3	2	12	6	2	0	0	87	13	4	19	6	11	—			19	6	11
15	14	13	7	20	69	10·	1	10	3	—			6	0	0	35	5	0	3	0	0	5	0	0	8	0	0
–	–	–	–	–	–	–		—		—			2	0	0	28	6	8	3	14	1	—			3	14	1
57	43	21	14	15	150	10·2	1	18	0	1	17	6	—			35	5	0	9	13	2	—			9	13	2
19	14	15	18	14	80	10·8	1	5	8	—			—			22	6	8	6	6	6	5	0	0	11	6	6
13	16	22	13	12	76	10·	1	11	6	—			1	0	0	33	15	0	4	11	4	5	0	0	9	11	4
42	39	26	27	19	153	9·9	1	19	6	—			—			56	0	0	9	16	7	—			9	16	7
43	42	30	10	20	145	9·7	3	4	11	—			1	0	0	34	13	4	10	2	4	—			10	2	4
49	25	23	18	21	136	9·8	1	15	1	—			1	0	0	53	0	0	12	7	2	2	10	0	14	17	2
16	19	14	15	16	80	10·	1	6	6	—			1	0	0	24	16	8	2	14	4	5	0	0	[a]7	14	4
40	28	36	18	9	131	9·8	3	10	0	—			—			20	18	4	17	0	0	—			17	0	0
14	48	29	26	27	144	11·3	3	8	8	—			—			52	16	8	12	0	0	—			12	0	0
15	31	14	22	33	115	9·8	2	11	2	—			2	10	0	68	0	0	13	8	0	—			13	8	0
34	20	15	16	26	111	9·5	2	9	2	—			2	0	0	57	0	0	13	5	6	—			13	5	6
10	23	19	27	20	99	11·	1	9	7	—			2	0	0	77	0	0	10	7	6	5	0	0	15	7	6
27	54	21	21	40	163	11·	4	4	7	—			2	0	0	75	6	8	17	18	6	8	0	0	[a]25	18	6
6	13	24	17	23	83	12·	0	13	3	—			—			39	8	4	6	18	0	5	0	0	11	18	0
42	13	12	18	23	108	10·3	3	2	10	—			2	0	0	46	9	6	10	11	0	—			10	11	0
39	54	25	22	22	162	10·2	5	0	10	2	5	0	—			47	13	4	21	10	0	1	0	0	22	10	0
24	25	11	12	19	91	10·	1	9	3	—			—			43	0	0	9	0	0	—			9	0	0
26	30	18	24	17	115	10·7	3	2	3	—			2	10	0	52	3	4	10	0	0	—			10	0	0
44	21	20	17	40	142	11·7	2	0	6	—			—			71	7	6	15	0	0	1	0	0	16	0	0
–	–	–	–	–	–	–													2	0	0	—			2	0	0
33	40	20	13	25	131	10·	1	15	6	—			—			48	16	8	12	0	0	—			12	0	0
65	24	15	3	1	108	9·9	3	3	6	1	10	0	—			37	3	4	3	0	0	—			[a]3	0	0
50	20	3	–	–	73	5·2	0	14	3	—			1	0	0	26	5	0	4	5	0	5	0	0	[a]9	5	0
43	29	11	9	16	108	10·3	2	6	3	—			—			61	11	8	5	5	1	—			[a]5	5	1
36	25	11	14	7	93	9·6	0	10	0	—			—			26	0	0	4	4	4	—			[a]4	4	4
43	31	14	8	7	103	8·5	2	3	4	—			7	0	0	29	0	0	6	12	0	11	0	0	17	12	0
50	21	15	26	16	131	9·9	4	8	11	1	17	6	3	0	0	57	15	0	5	10	0	10	0	0	[a]15	10	0
28	28	7	18	8	89	9·8	1	1	10	—			—			29	5	0	10	15	0	—			10	15	0
28	30	7	6	6	77	9·6	—			—			1	10	0	41	5	0	8	12	3	11	0	0	19	12	3
15	56	24	16	15	126	11·1	3	3	7	—			0	10	0	56	6	8	17	16	9	—			[a]17	16	9
–	22	6	36	–	64	14·8	0	11	5	1	10	0	—			20	0	0	4	2	0	—			4	2	0
34	40	19	33	57	183	10·5	4	2	2	—			—			69	10	0	21	0	0	1	0	0	22	0	0
19	17	18	5	8	67	9·9	1	0	6	—			—			26	10	0	4	9	8	—			4	9	8
30	30	27	21	16	124	10·5	3	1	0	—			—			61	6	8	2	3	9	—			[a]2	3	9
31	44	33	16	6	130	10·7	0	16	3	—			1	10	0	55	6	8	1	11	6	—			[a]1	11	6
65	33	14	11	12	135	11·9	2	2	6	—			3	0	0	39	6	8	5	7	0	—			5	7	0
48	40	13	6	6	113	8·9	0	14	2	—			—			31	0	0	6	3	0	—			6	3	0
48	43	37	24	23	175	10·	3	5	6	—			3	10	0	65	3	4	20	0	0	—			20	0	0
52	34	40	17	18	161	9·3	3	7	5	—			1	10	0	70	11	8	12	10	0	1	0	0	13	10	0
51	38	26	18	10	143	9·4	3	8	3	—			2	10	0	64	6	8	20	7	4	6	0	0	[a]26	7	4
11	14	6	8	–	39	9·	3	10	4	—			—			26	0	0	8	9	5	27	0	0	[a]35	9	5
9	17	16	17	5	64	9·2	3	13	9	—			—			53	13	4	6	16	11	30	0	0	[a]36	16	11
15	12	20	10	27	84	11·1	1	11	0	—			—			44	10	0	7	10	0	1	0	0	8	10	0
13	21	9	20	15	78	11·	0	10	0	—			—			34	0	0	5	0	0	—			5	0	0
37	16	7	9	4	73	9·4	2	0	10	—			—			22	18	4	—			—			[a]—		
23	12	10	25	21	91	10·	2	15	7	—			1	0	0	48	10	0	12	13	0	—			[a]12	13	0
24	17	20	15	26	102	10·2	2	4	6	—			8	0	10	58	16	8	15	0	0	—			[a]15	0	0
39	22	25	21	–	107	11·	1	9	4	—			—			18	0	0	5	0	0	0	10	0	5	10	0
51	38	19	16	29	153	9·	2	2	1	0	19	0	—			55	10	0	19	4	2	—			19	4	2
30	32	15	19	31	127	12·	2	14	8	—			1	0	0	64	19	4	7	0	0	—			7	0	0
–	14	–	26	33	73	18·4													—			—					
11	15	4	4	8	42	10·2	—			—			—			21	0	0	2	18	6	—			[a]2	18	6
38	34	20	17	28	137	10·4	2	3	0	—			2	0	0	64	5	0	13	1	4	10	0	0	[a]23	1	4
30	24	28	24	22	128	8·4	2	10	0	—			9	10	0	86	3	4	20	0	6	10	0	0	[a]30	0	6
60	33	40	14	34	181	10·8	4	0	7	—			2	10	0	64	6	8	12	10	0	—			12	10	0
20	32	17	8	6	83	9·5	1	16	6	—			—			30	13	4	2	9	11	10	0	0	12	9	11
35	30	33	27	34	159	11·8	3	3	7	1	17	6	—			44	0	0	20	0	0	—			20	0	0
12	12	13	10	–	47	10·8	0	10	10	—			—			21	10	0	3	1	6	—			3	1	6
36	28	15	23	22	124	10·2	2	12	9	—			—			45	3	4	11	14	2	—			11	14	2
21	13	21	11	7	73	9·8	1	7	3	1	17	6	—			48	0	0	16	5	10	—			[a]16	5	10

[b] Closed during quarter ending 31st December, 1863.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN ANN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
95	6934	St. John's,	St.John's-square,m		R.C.	–	R.C.	270	–	270	122	–	122	6
96	6935	Do.	Do. , i. m.		R.C.	–	R.C.	146	–	146	64	–	64	2
97	7027	Ballingarry,	Glenbrohane, m.		R.C.	–	R.C.	114	–	114	89	–	89	5
98	7028	Do.	Do. f.		R.C.	–		–	147	147	–	113	113	6
99	7087	Killagholehane,	Knocktoosh,		R.C.	–	R.C.	102	103	205	54	66	120	6
100	7104	Clonagh,	Coolcappagh,		R.C.	–	R.C.	101	66	167	75	51	126	6
101	7117	Knockainy,	Loughgur,		R.C.	–	R.C.	106	82	188	75	60	135	7
102	7161	Kilmeedy,	Kilmeedy, m. day,		R.C.	–	R.C.	148	–	148	114	–	114	7
			Do. evg.		–	–	–	71	–	71	45	–	45	2
103	7207	Templebreeden,	Knockane,		R.C.	–	R.C.	111	86	197	75	58	133	7
104	7208	Knocklong,	Knocklong, f.		R.C.	–	R.C.	–	149	149	–	107	107	6
105	7222	Banogue,	Banogue, m.		R.C.	–	R.C.	172	–	172	120	–	120	6
106	7223	Do.	Do. f.		R.C.	–		–	115	115	–	82	82	4
107	7224	Corcomohide,	Ballygran, m.day,		R.C.	–	R.C.	105	–	105	91	–	91	6
			Do. evg.		–	–	–	66	32	98	54	27	81	4
108	7230	Abbeyfeale,	Meenkilly,		R.C.	–	R.C.	97	83	180	63	55	118	7
109	7237	Kilflynn,	Ballyorgan, m.		R.C.	–	R.C.	65	–	65	50	–	50	2
110	7263	Doon,	Bilboa,		R.C.	–	R.C.	149	148	297	104	103	207	10
111	7273	Oola,	Oola, m.		R.C.	–	R.C.	96	–	96	52	–	52	2
112	7274	Do.	Do. f.		R.C.	–	R.C.	–	114	114	–	84	84	4
113	7309	Killeedy,	Raheenagh, f.		R.C.	–	R.C.	–	106	106	–	67	67	3
114	7310	Kilcullane,	Herbertstown, f.		R.C.	–	R.C.	–	162	162	–	104	104	5
115	7317	Killeedy,	Glengurt, m.	v.c.	–	E.C.	R.C.	119	–	119	88	–	88	5
116	7329	Do.	Do. f.	v.c.	–	E.C.	R.C.	–	112	112	–	90	90	6
117	7357	Do.	Ashford, m.	v.c.	R.C.	–	–	66	88	154	50	56	106	5
118	7376	Do.	Herbertstown, m.		R.C.	–	R.C.	141	–	141	109	–	109	7
119	7406	Ballingarry,	Granagh,		R.C.	–	R.C.	114	97	211	107	86	193	9
			Do. evg.		–	–	–	86	–	86	78	–	78	3
120	7420	Darragh,	Glenroe, f.		R.C.	–	R.C.	–	97	97	–	71	71	4
121	7421	Stradbally,	Mount Pellier,		–	R.C.	R.C.	71	31	102	48	18	66	3
122	7439	Abbeyfeale,	Abbeyfeale, f.		R.C.	–	R.C.	–	170	170	–	129	129	9
123	7480	Tuogh,	Cappamore, m.		R.C.	–	R.C.	131	–	131	79	–	79	4
124	7504	Abbeyfeale,	Ballybehy,		R.C.	–	R.C.	56	55	111	45	45	90	5
125	7515	Tuogh,	Cappamore, f.		R.C.	–	R.C.	–	110	110	–	76	76	3
126	7569	Do.	Tineteriffe,		R.C.	–	R.C.	92	60	152	72	46	118	5
127	7699	Knocklong,	Knocklong, m.		R.C.	–	R.C.	159	–	159	115	–	115	6
128	7748	Kilmurray,	Monaleen, m.		R.C.	–	R.C.	96	–	96	61	–	61	3
129	7857	Boher,	Eyon, m.		R.C.	–	R.C.	73	–	73	48	–	48	3
130	7858	Do.	Do. f.		R.C.	–	R.C.	–	69	69	–	50	50	3
131	7861	Rathronan,	Athea, m.		R.C.	–	R.C.	184	–	184	134	–	134	6
132	7862	Do.	Do. f.		R.C.	–	R.C.	–	149	149	–	105	105	5
133	7900	Iveruss,	Ballysteen,		R.C.	–	R.C.	124	90	214	92	73	165	11
134	7916	Kilmurray,	Monaleen, f.		R.C.	–	R.C.	–	66	66	–	50	50	2
135	7926	Grean,	Nicker, f.		R.C.	–	R.C.	–	181	181	–	134	134	6
136	7959	Kilmeady,	Kilmeady, f.		R.C.	–	R.C.	–	138	138	–	97	97	5
137	8050	Askeaton,	Askeaton, i.		R.C.	–	R.C.	95	95	190	55	49	104	6
138	8144	Knockea,	Knockea, f.		R.C.	–	R.C.	–	101	101	–	66	66	3
139	8157	Kilmallock,	St. Peter and St. Paul's, f.		R.C.	–	R.C.	–	256	256	–	192	192	14
140	8211	Athlacca,	Athlacca,		R.C.	–	R.C.	135	79	214	90	48	138	8
141	8246	Kilflynn,	Ballyorgan, f.		R.C.	–	R.C.	–	70	70	–	57	57	3
142	8333	Effin,	Effin, m.		R.C.	–	R.C.	133	–	133	100	–	100	6
143	8334	Do.	Do. f.		R.C.	–	R.C.	–	162	162	–	98	98	5
144	8342	Caherconlish,	Bohermore,		R.C.	–	R.C.	44	50	94	32	31	63	3
145	8395	Drumoglan,	Monamohill, m.		–	E.C.	R.C.	61	–	61	44	–	44	2
146	8396	Do.	Do. f.		–	E.C.	R.C.	–	74	74	–	54	54	3
147	8401	Abbeyfeale,	Dromtrasna,		R.C.	–	R.C.	69	68	137	43	43	86	6
148	8419	Ardpatrick,	Ardpatrick, m.		R.C.	–	R.C.	167	–	167	108	–	108	6
149	8420	Do.	Do. f.		R.C.	–	R.C.	–	121	121	–	89	89	6
150	8421	Rockhill,	Rockhill,		R.C.	–	R.C.	62	42	104	57	38	95	6
151	8476	Killeedy,	Ashford, f.	v.c.	R.C.	–	R.C.	–	96	96	–	58	58	3
152	8572	Bruree,	Bruree,	v.c.	R.C.	–	R.C.	144	126	270	100	90	190	12
153	8760	Kilmoylan,	Clounlehard, m.		R.C.	–	R.C.	78	–	78	49	–	49	2
154	8761	Do.	Do. f.		R.C.	–	R.C.	2	74	76	–	51	51	2

[a] Residence free.

1863.—Province of MUNSTER: County of LIMERICK—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
40	40	22	31	36	169	11·8	4 10 6	1 17 6	1 10 0	68 0 0	12 19 7	—	12 19 7	
71	13	–	–	–	84	6·	—	1 10 0	—	14 0 0	3 1 10	—	3 1 10	
19	25	14	19	16	93	10·	1 16 8	—	—	44 5 10	9 10 0	—	9 10 0	
25	32	28	18	15	118	9·1	0 10 0	0 19 0	—	40 13 4	12 0 0	—	12 0 0	
59	43	14	32	12	160	9·8	1 2 3	—	1 0 0	48 10 0	4 10 0	—	4 10 0	
34	45	23	24	11	137	9·5	2 6 0	1 17 6	—	38 10 0	6 5 2	—	6 5 2	
35	53	22	29	11	150	10·4	3 1 10	2 5 0	—	44 10 0	10 6 0	—	[a]10 6 0	
27	22	23	21	26	119	10·	2 9 5	—	1 0 0	46 8 4	12 0 0	—	12 0 0	
[b]—	–	–	–	–	–	–					1 0 0	—	1 0 0	
61	45	35	18	9	168	10·8	0 17 10	—	—	48 16 8	14 0 0	—	14 0 0	
21	19	19	23	37	119	11·2	1 2 5	—	1 0 0	57 3 4	14 0 0	—	14 0 0	
17	29	31	19	40	136	11·2	2 9 0	—	—	60 10 0	6 16 8	12 0 0	18 16 8	
19	29	18	24	10	100	11·4	2 4 6	—	1 0 0	34 10 0	4 16 7	3 0 0	7 16 7	
24	26	18	6	17	91	9·7	2 5 3	—	1 10 0	34 1 8	6 0 0	—	[a]6 0 0	
1	19	13	21	29	83	19·					2 10 0	—	2 10 0	
50	34	15	19	21	139	9·4	1 15 3	—	4 0 0	58 16 8	14 12 6	—	14 12 6	
15	19	5	7	5	51	10·4	1 0 0	—	—	15 0 0	5 10 0	—	5 10 0	
118	64	22	20	12	236	9·5	6 3 5	—	—	43 11 8	16 0 0	—	16 0 0	
23	16	15	4	4	62	10·5	1 8 3	—	1 0 0	28 15 0	9 10 0	5 0 0	14 10 0	
27	28	16	11	14	96	10·4	1 12 3	—	—	20 13 4	10 16 6	5 0 0	15 16 6	
25	14	14	13	13	79	10·2	0 14 0	—	—	30 0 0	3 5 0	—	3 5 0	
51	35	18	8	14	126	11·	1 12 0	—	5 0 0	42 16 8	7 16 9	—	[a]7 16 9	
26	26	11	20	10	93	10·4	1 19 0	—	2 0 0	51 11 8	5 0 0	5 0 0	10 0 0	
27	13	17	19	22	98	10·3	2 11 0	—	—	45 8 4	6 0 0	5 0 0	11 0 0	
–	–	–	–	–	–	–	0 10 3	—	2 0 0	39 10 0	—	—	—	
32	33	20	18	16	119	10·9	1 10 3	—	—	49 16 8	16 7 10	—	[a]16 7 10	
61	52	31	17	40	201	12·	3 8 2	—	—	76 10 0	17 0 0	—	17 0 0	
–	18	5	25	32	80	24·5					—	—	—	
15	20	22	12	10	79	10·	2 7 3	—	—	30 0 0	10 0 0	—	10 0 0	
21	19	12	7	8	67	8·5	0 15 0	—	3 0 0	37 3 4	4 10 7	—	4 10 7	
25	40	31	12	26	134	9·3	0 14 5	—	5 10 0	72 3 4	10 12 0	—	10 12 0	
41	22	19	5	12	99	9·	1 14 5	—	1 10 0	38 13 4	11 2 0	—	11 2 0	
29	16	18	17	13	93	10·	1 8 9	—	1 0 0	35 10 0	10 0 0	5 0 0	15 0 0	
31	20	8	5	5	69	8·7	0 10 3	—	—	16 0 0	5 0 0	—	5 0 0	
30	42	24	17	10	123	9·3	1 16 1	—	—	44 1 8	17 0 0	—	17 0 0	
20	38	26	20	28	132	10·9	2 0 6	—	2 10 0	67 18 4	15 0 0	—	15 0 0	
22	20	8	11	5	66	9·7	1 2 0	—	1 0 0	29 6 8	6 0 8	—	6 0 8	
15	11	13	12	2	53	11·	1 14 1	1 9 10	—	24 0 0	6 12 6	—	[a]6 12 6	
15	15	4	13	8	55	10·3	0 11 0	1 9 10	—	28 0 0	6 0 0	—	[a]6 0 0	
49	34	22	24	31	160	10·6	3 19 3	1 17 6	—	53 15 0	12 0 0	—	12 0 0	
45	30	20	21	2	118	10·	1 6 4	1 10 0	—	18 5 0	5 12 7	—	5 12 7	
38	41	37	50	27	193	11·7	3 19 11	—	1 10 0	82 6 8	21 10 0	3 0 0	[a]24 10 0	
19	14	7	10	1	51	9·6	1 0 6	—	—	25 16 8	4 0 6	—	4 0 6	
29	41	32	22	11	135	11·	1 18 11	—	5 0 0	52 3 3	14 0 0	—	14 0 0	
34	25	10	8	24	101	10·	2 13 1	—	—	41 18 4	10 0 0	—	10 0 0	
89	26	6	–	–	121	5·5	0 11 11	—	—	37 10 0	2 0 0	—	2 0 0	
43	21	9	9	–	82	8·6	0 18 6	—	—	19 13 4	8 10 0	1 10 0	10 0 0	
72	59	38	24	27	220	9·2	5 11 9	—	6 10 0	77 10 0	18 0 0	—	18 0 0	
33	33	22	21	33	142	11·3	5 18 0	—	—	85 13 4	35 0 0	—	35 0 0	
21	18	9	12	6	66	9·8	0 14 11	—	—	19 0 0	3 10 0	—	3 10 0	
31	31	17	14	15	108	10·	1 7 5	1 17 6	—	39 0 0	16 0 0	—	16 0 0	
35	21	22	28	4	110	9·6	0 10 5	1 10 0	—	21 16 8	14 0 0	—	14 0 0	
21	23	12	9	2	67	9·2	0 5 10	0 11 9	—	17 15 0	6 0 0	—	[a]6 0 0	
23	8	10	5	2	48	11·	0 15 3	—	—	18 0 0	4 0 0	—	4 0 0	
23	8	9	7	–	47	9·	0 10 3	—	—	11 3 4	2 18 10	0 15 0	[a]3 13 10	
31	24	28	20	9	112	10·8	1 1 0	1 17 6	—	37 3 4	12 18 4	—	12 18 4	
41	30	9	15	10	105	10·5	—	1 17 6	3 10 0	55 13 10	25 0 0	—	[a]25 0 0	
18	32	22	12	12	96	9·3	2 0 4	1 17 6	2 10 0	57 3 4	20 10 0	—	[a]20 10 0	
18	18	16	19	25	96	10·	4 14 5	1 17 6	—	53 13 4	8 15 6	—	8 15 6	
31	13	8	7	2	61	9·	1 3 5	4 10 0	—	4 0 0	2 0 0	—	2 0 0	
76	48	30	19	12	185	9·	8 11 8	5 0 0	—	42 16 7	20 0 0	—	20 0 0	
12	11	9	13	13	58	10·	0 14 6	—	—	25 0 0	6 0 0	—	[a]6 0 0	
7	12	17	13	–	49	10·	1 7 2	—	—	20 0 0	1 10 6	—	[a]1 10 6	

Evening school closed during quarter ended 31st December, 1863.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
155	8769	Corcomohide, .	Ballygran, . f.		R.C.	–	R.C.	–	100	100	–	85	85	55
156	8783	Ardagh, . .	Ballyloghane, m.	v.c.	R.C.	–	R.C.	87	–	87	70	–	70	52
157	8784	Do . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	94	94	–	78	78	55
158	8827	St. Mary's, .	Limerick Mechanics' Inst.		–	R.C.	R.C.	173	–	173	78	–	78	37
159	8847	Monagee, .	Newcastle adult,evg.		R.C.	–	R C.	120	–	120	53	–	53	19
160	8902	Knockainey, .	Bottomstown, .		R.C.	–	R.C.	120	91	211	87	65	152	77
161	8926	Adare, . .	Adare, . .		E.C.	–	E.C.	54	56	110	43	44	87	55
162	8930	Colman's Well,	Colman's Well, .		R.C.	–	R.C.	72	58	130	51	38	89	44
163	9132	Fedamore, .	Carnane, . .		–	R.C.	R.C.	93	60	153	87	56	143	94
164	9157	Knockainey, .	Knockainey, f.		R.C	–	R.C.	–	96	96	–	85	85	53
165	9180	Kilscannell, .	Kilscannell, .		–	E.C.	R.C.	55	40	95	41	31	72	39
			Total of Ordinary Schools, 165, .					12,850	11131	23,981	8,929	7,957	16,886	9,717
		MODEL, AGRICULTURAL, MONASTIC, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	6970	St. Michael's, .	Limerick Dist. Model, m.		–	Com. of Nat. Ed.	R.C.	188	–	188	98	–	98	66
2	6971	Do. . .	Do. . . f.		–		R.C	–	161	161	–	84	84	56
3	6972	Do. . .	Do. . . i.		–		E.C.	98	101	199	52	50	102	71
4	6973	Do. . .	Do. Maritime, .	v.c.	–		R.C.	44	–	44	33	–	33	16
5	6969	Mungret, .	Do. 1st class Ag. (at Mungret), .		–		R.C.	99	–	99	67	–	67	47
6	8141	Do. . .	Do. . . f.		–		R.C.	–	97	97	–	71	71	42
7	5643	Robertstown, .	Mt. Trenchard Cen. Agricultural, .	v.c.	–	E.C.	R.C.	9	–	9	4	–	4	4
8	570	St. Munchin's, .	SS. Mary's & Munchin's Conv		R.C.	–	R.C.	–	1,133	1,133	–	791	791	459
9	5143	St. Michael's, .	Pery-square do. f.		R.C.	–	R.C.	–	738	738	–	469	469	258
10	5194	St. John's, .	St. John's do. f.		R.C.	–	R.C.	–	648	648	–	375	375	206
11	5547	St. Michael's, .	Sexton-st. do. f.		R.C.	–	R.C.	–	1,222	1,222	–	793	793	449
12	5554	St. Munchin's, .	St. Mary's do. f.		R.C.	–	R.C.	–	147	147	–	63	63	38
13	6032	Newcastle, .	St. Catherine's do.f.		R.C.	–	R.C.	–	637	637	–	466	466	324
14	6569	Rathkeale, .	St. Anne's do. f.		R.C.	–	R.C.	–	496	496	–	342	342	244
15	6936	St. John's, .	St. John's-sq. do. f.		R.C.	–	R.C.	–	716	716	–	456	456	279
16	3040	Newcastle, .	Newcastle Workho.		–	P. L. Guards.	R.C.	62	69	131	43	58	101	68
17	3066	Kilmallock, .	Kilmallock do.		–		R.C.	97	88	185	61	60	121	97
18	3415	Rathkeale, .	Rathkeale do.		–		R.C.	59	142	201	35	84	119	92
19	5058	St. Nicholas, .	Limerick do.		–		R.C.	323	290	613	225	208	433	316
20	6013	Croom, . .	Croom do.		–		R.C.	52	47	99	36	36	72	54
21	6021	Kilfergus, .	Glin do.		–		R.C.	22	21	43	16	15	31	22
			Total of Special Schools, 21, .					1,053	6,753	7,806	670	4,421	5,091	3,203
			Grand Total for Co. Limerick, 186,					13,903	17,884	31,787	9,599	12,378	21,977	12,920

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	571	Ardmayle, .	Ardmayle, . .		R.C.	–	R.C.	54	43	97	39	26	65	30
2	572	Donohill, . .	Anacarty, . .		R.C.	–	R.C.	86	5	91	59	5	64	37
3	573	Buolick, . .	Ballysloe, . .		R.C.	–	R.C.	65	73	138	49	52	101	59
4	574	Do. . .	Clonmiclane, .		R.C.	–	R.C.	75	73	148	59	51	110	59
5	575	Do. . .	Gortnahoe, . m.		R.C.	–	R.C.	61	–	61	48	–	48	28
6	576	Caher, . .	Caher, . m.		R.C.	–	R.C.	153	–	153	73	–	73	41
7	577	Do. . .	Do. . . f.		R.C.	–	R.C.	–	185	185	–	97	97	74
8	578	Clonoulty, .	Clonoulty, . m.		R.C.	–	R.C.	126	–	126	100	–	100	60
9	580	St. John Baptist,	Cashel, . m.		R.C.	–	R.C.	253	–	253	169	–	169	88
			Do. . . evg.		–	–	–	42	–	42	37	–	37	14
10	582	Clonoulty, .	Rossmore, . .		R.C.	–	R.C.	94	60	154	72	45	117	71
11	584	Cloneen, . .	Cloneen, . .		R.C.	–	R.C.	82	61	143	62	48	110	63
12	585	Drom, . .	Drom, . .		R.C.	–	R.C.	46	43	89	35	30	65	37

* Residence free.

1863.—Province of MUNSTER: County of LIMERICK—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
21	26	20	12	10	89	9·	1 0 3	—	1 0 0	43 6 8	5 0 0	—	5 0 0	
33	17	13	9	5	77	10·	1 1 5	4 10 0	—	7 0 0	4 10 0	—	4 10 0	
47	17	15	7	4	90	10·	1 17 0	4 10 0	—	5 8 10	5 6 0	—	5 6 0	
–	14	7	28	44	93	16·	2 10 0	—	—	10 0 0	4 4 11	10 0 0	14 4 11	
5	33	10	17	2	67	13·2	0 14 10	—	—	11 5 0	—	—	—	
42	48	24	15	27	156	10·2	4 0 6	—	1 0 0	69 5 0	25 0 0	—	[1]25 0 0	
32	25	18	10	9	94	9·8	3 15 4	—	—	63 6 8	—	10 0 0	10 0 0	
33	29	7	19	4	92	9·3	1 5 3	—	—	32 0 0	9 0 3	—	9 0 3	
64	41	28	20	–	153	10·	3 9 3	5 0 0	—	11 13 4	8 9 10	—	8 9 10	
30	23	19	10	5	87	10·	1 15 6	4 10 0	—	9 0 0	6 2 6	—	6 2 6	
48	15	14	13	5	95	9·5	1 19 3	4 10 0	—	8 0 0	3 0 0	—	3 0 0	
5,387	4,581	2,947	2,768	2,545	18,228		388 5 11	80 0 11	170 10 10	7,072 1 10	1,591 14 1	321 15 0	1,913 9 1	
–	38	29	24	20	111	11·1	22 5 11	6 17 1	—					
8	25	38	22	5	98	10·8	—	21 17 2	—	905 17 3	103 2 3	—	103 2 3	
76	39	6	–	–	121	5·7	—	2 14 11	—					
–	–	–	–	38	38	17·	—	0 19 6	—					
9	22	13	20	14	78	10·2	26 4 2	3 7 0	—	79 13 4	[12 10 0	—	12 10 0	
32	14	15	10	3	74	9·	—	—	—		[2 10 7	—	2 10 7	
–	–	–	–	5	5	13·2	—	—	—	46 0 0	—	—	—	
579	186	77	65	22	929	10·6	23 19 7	—	18 0 0	167 19 2	—	—	—	
333	82	27	55	30	527	8·9	8 10 11	—	13 10 0	102 18 4	—	—	—	
288	65	34	16	15	418	8·1	—	—	0 10 0	76 6 8	—	—	—	
257	149	90	135	43	674	10·	18 17 4	7 2 6	3 0 0	132 3 4	—	125 0 0	125 0 0	
2	18	–	45	17	82	18·3	6 13 9	1 10 0	—	10 0 0	—	—	—	
193	94	83	52	90	512	13·	3 9 6	—	16 15 0	117 3 5	—	—	—	
133	72	38	44	31	368	11·	3 5 8	—	11 0 0	92 7 2	—	—	—	
357	85	41	32	14	529	8·3	6 14 7	4 10 0	5 10 0	90 16 8	—	—	—	
39	28	13	10	14	104	10·4	5 19 8	—	—	—	—	—	—	
43	40	16	11	4	114	8·2	3 2 1	—	2 10 0	—	—	—	—	
98	21	12	12	–	143	7·9	1 16 0	2 5 0	1 15 0	—	—	—	—	
236	95	48	33	14	426	7·9	12 3 7	—	10 0 0	—	—	—	—	
58	13	5	4	–	80	8·1	3 1 3	1 10 0	1 10 0	—	—	—	—	
14	5	7	4	7	37	9·6	—	—	—	—	—	—	—	
2,805	1,091	522	594	386	5,468		146 4 0	52 13 2	84 0 0	1,821 5 4	118 2 10	125 0 0	243 2 10	
8,192	5,672	3,539	3,362	2,931	23,696		484 9 11	132 14 1	254 10 10	8,893 7 2	1,709 16 11	446 15 9	2,156 11 11	

TIPPERARY—271 Schools.

32	23	17	2	4	78	9·	1 2 5	—	—	26 0 0	—	—	—	
17	16	19	7	6	65	10·6	1 16 10	—	—	22 10 0	2 5 6	—	2 5 6	
25	51	24	8	8	116	9·1	1 11 0	—	1 10 0	32 10 0	5 8 3	1 0 0	[a]6 8 3	
17	53	29	13	11	123	10·3	1 15 3	—	4 0 0	57 18 4	18 2 6	—	18 2 6	
7	22	3	21	–	53	9·8	0 10 6	1 10 0	—	28 0 0	1 10 6	4 0 0	[a]5 10 6	
31	17	17	7	7	79	10·	1 0 1	—	—	48 10 0	5 9 5	—	5 9 5	
31	33	20	18	9	111	9·2	1 10 6	—	—	38 10 0	11 17 6	—	[a]11 17 6	
17	30	32	15	12	106	10·	1 16 0	—	—	47 0 0	10 7 4	—	10 7 4	
–	–	62	58	49	169	12·7	5 16 0	—	2 10 0	95 0 0	13 15 6	32 0 0	45 15 6	
–	–	–	7	30	37	14·7	—	—	—	—	1 15 0	—	1 15 0	
30	26	29	21	17	123	9·8	1 17 5	—	—	52 0 0	12 10 0	—	12 10 0	
51	33	15	17	13	129	9·7	1 11 6	—	3 0 0	55 0 0	8 8 0	—	8 8 0	
31	27	7	4	–	69	9·4	0 19 3	—	—	28 0 0	0 11 3	—	0 11 3	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
13	586	Durrow, . .	Gurteen, . m.	v.t.	R.C.	–	R.C.	95	–	95	57	–	57	31
14	587	Fennor, .	Graigue, . .		R.C.	–	R.C.	52	44	96	39	34	73	45
15	588	Do. .	Urard, . .		R.C.	–	R.C.	62	42	104	36	27	63	33
16	590	Glenkeen, .	Borrisoleigh, m.		R.C.	–	R.C.	164	–	164	106	–	106	62
17	591	Do. .	Isleigh, . .		R.C.	–	R.C.	93	81	174	47	51	98	48
18	592	Toem, .	Hollyford, . .		R.C.	–	R.C.	135	145	280	91	102	193	92
19	595	Kilcooly, .	New Bermingham,		R.C.	–	R.C.	54	52	106	38	36	74	50
20	596	Kilcash, .	Kilcash, . m.	v.c.	R.C.	–	R.C.	92	–	92	61	–	61	30
21	598	Kiltinan, .	Killusty, . .		R.C.	–	R.C.	65	43	108	45	30	75	50
22	600	Lorrha, .	Lorrha, . m.	v.t.	R.C.	–	R.C.	101	–	101	57	–	57	32
23	601	Do. .	Do. . . f.	v.t.	R.C.	–	R.C.	–	96	96	–	67	67	32
24	602	Moyne, .	Moyne, . .	v.t.	R.C.	–	R.C.	107	–	107	67	–	67	46
25	606	Solloghodmore,	Solloghod, . m.		–	E.C.	R.C.	194	–	194	139	–	139	80
26	610	Tullamain, .	Rosegreen, . .		R.C.	–	R.C.	47	46	93	34	29	63	34
27	613	Templetuohy, .	Toher, . .		R.C.	–	R.C.	60	50	110	38	32	70	34
28	616	Aghnameadle, .	Toomyvara, m.		R.C.	–	R.C.	156	–	156	91	–	91	41
29	618	Uskane, . .	Sopwell, . .		–	E.C.	Pres.	41	35	76	33	25	58	38
30	1131	Clonoulty, .	Ballagh, . .		R.C.	–	R.C.	26	58	84	20	42	62	34
31	1181	Templebeg, .	Kilcummin, m.		R.C.	–	R.C.	160	–	160	113	–	113	51
32	1283	Ballycahill, .	Ballycahill, . m.	v.t.	R.C.	–	R.C.	98	–	98	68	–	68	34
33	1284	Kilcomenty, .	Birdhill, . m.	v.t.	R.C.	–	R.C.	64	–	64	52	–	52	28
34	1285	Tipperary, .	Tipperary, . m.	v.t.	R.C.	–	R.C.	263	–	263	227	–	227	115
35	1402	Killea, . .	Killea, . m.	v.t.	R.C.	–	R.C.	72	–	72	44	–	44	28
36	1559	Killaloan, .	Newtown Anner, .		–	E.C.	E.C.	143	145	288	95	100	195	104
37	1569	Ballycahill, .	Ballycahill, . f.	v.t.	R.C.	–	R.C.	–	112	112	–	64	64	34
38	1579	Kilfithmore, .	Ballintonty, .	v.t.	R.C.	–	R.C.	53	54	107	33	34	67	35
39	1594	Roscrea, . .	Roscrea, . m.	v.t.	R.C.	–	R.C.	229	–	229	118	–	118	50
40	1610	Killea, . .	Killea, . f.	v.t.	R.C.	–	R.C.	–	97	97	–	81	81	44
41	1705	Kilnarath, .	Rossfinch, . m.		R.C.	–	R.C.	116	–	116	85	–	85	42
42	1706	Clogher, . .	Cloneyharp, .	v.t.	R.C.	–	R.C.	77	57	134	56	36	92	51
43	1769	Toem, . .	Cappawhite, m.		R.C.	–	R.C.	174	–	174	128	–	128	64
44	1776	Kilnarath, .	Rossfinch, . f.		R.C.	–	R.C.	–	83	83	–	72	72	32
45	1780	Toem, . .	Cappawhite, f.		R.C.	–	R.C.	–	135	135	–	112	112	57
46	1811	Holycross, .	Holycross, . m.	v.t.	R.C.	–	R.C.	98	–	98	60	–	60	26
47	1818	Moyaliff, . .	Clareen, . .		R.C.	–	R.C.	46	27	73	35	17	52	27
48	1862	Tipperary, .	Tipperary, . f.	v.t.	R.C.	–	R.C.	–	381	381	–	223	223	121
49	1886	Donohill, .	Garryshane, m.	v.t.	R.C.	–	R.C.	132	–	132	86	–	86	46
50	1887	Do. .	Do. . . f.	v.t.	R.C.	–	R.C.	–	106	106	–	84	84	51
51	1965	Holycross, .	Holycross, . f.	v.t.	R.C.	–	R.C.	–	95	95	–	64	64	31
52	2012	Solloghodmore,	Solloghod, . f.		–	E.C.	R.C.	–	160	160	–	97	97	52
53	2015	Oughterleague,	Knockavilla, .		R.C.	–	R.C.	61	45	106	39	27	66	31
54	2076	Cloughprior, .	Carney,b . m.	v.t.	R.C.	–	–	–	–	–	–	–	–	–
55	2077	Do. .	Do. . . f.	v.t.	R.C.	–	R.C.	54	52	106	36	37	73	34
56	2203	Ballyclerihan, .	Clerihan, . m.		R.C.	–	R.C.	186	–	186	132	–	132	81
57	2237	Ballysheehan, .	Dually, . .		R.C.	–	R.C.	70	69	139	44	45	89	44
58	2245	Rathcoole, .	Coolmoyne, . .		R.C.	–	R.C.	46	27	73	30	18	48	22
59	2286	Templemore, .	Collegehill, . m.		R.C.	–	R.C.	55	19	74	29	13	42	24
60	2325	Loughkeen, .	Carrig, temp.		R.C.	–	R.C.	69	61	130	46	42	88	48
61	2390	Peppardstown, .	Knockkelly, . .	B.	R.C.	–	R.C.	42	16	58	28	12	40	23
62	2428	Kilvellane, .	Lackamore, . .	v.t.	R.C.	–	R.C.	61	72	133	49	50	99	41
63	2443	Templetuohy, .	Templetuohy, m.	v.t.	R.C.	–	R.C.	120	–	120	76	–	76	42
64	2444	Do. .	Do. . . f.	v.t.	R.C.	–	R.C.	–	131	131	–	97	97	62
65	2457	Templemore, .	Templemore, m.	B.	R.C.	–	R.C.	195	–	195	139	–	139	77
66	2458	Do. .	Do. . . f.	B.	R.C.	–	R.C.	–	238	238	–	159	159	88
67	2459	Fethard, . .	Fethard, . m.		R.C.	–	R.C.	207	–	207	111	–	111	63
			Do. . . evg.		–	–	–	58	–	58	23	–	23	14
68	2545	Kilmore, . .	Silvermines, m.		R.C.	–	R.C.	102	–	102	67	–	67	35
69	2638	Ballyclerihan, .	Clerihan, . f.		R.C.	–	R.C.	–	80	80	–	52	52	37
70	2670	Ardmayle, .	Nodstown, . m.		R.C.	–	R.C.	71	–	71	51	–	51	24
71	2679	St. John Baptist,	Racecourse, . .		R.C.	–	R.C.	51	42	93	35	28	63	31
72	2835	Inch, . .	Inch, . . m.	v.t.	R.C.	–	R.C.	76	–	76	47	–	47	24
73	2836	Do. .	Do. . . f.	v.t.	R.C.	–	R.C.	–	108	108	–	71	71	38
74	3019	Shanrahan, .	Burncourt, . m.	v.t.	–	E.C.	R.C.	144	–	144	109	–	109	56

Residence free.

1863.—Province of MUNSTER: County of TIPPERARY—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
23	18	15	8	1	65	9·6	1 2 9	—	—	18 0 0	2 18 3	—	2 18 3	
20	40	6	8	2	76	10·	—	—	—	40 0 0	8 18 0	—	8 18 0	
26	28	10	10	–	74	9·1	1 9 10	—	—	18 0 0	4 5 6	—	4 5 6	
37	32	16	19	17	121	9·2	2 11 0	—	—	76 15 0	9 16 6	—	9 16 6	
22	27	19	19	25	112	11·7	—	—	—	54 8 4	8 16 6	—	8 16 6	
58	72	46	27	31	234	10·5	3 9 3	—	—	58 13 4	17 3 7	—	17 3 7	
19	36	8	10	5	78	8·5	1 3 6	—	—	38 1 8	5 0 6	2 17 0	7 17 6	
20	20	11	7	8	66	10·3	0 19 7	—	—	24 0 0	4 8 6	6 0 0	[a]10 8 6	
15	26	18	11	9	79	10·	1 13 7	—	—	58 6 8	11 9 6	—	11 9 6	
18	27	7	9	2	63	10·3	0 15 5	—	—	23 16 8	6 14 5	—	6 14 5	
28	17	23	6	10	84	10·1	4 6 6	—	—	32 13 0	6 18 5	—	6 18 5	
20	12	18	6	13	69	9·3	0 13 1	—	4 0 0	58 10 0	7 17 6	—	7 17 6	
44	38	43	17	22	164	9·9	3 18 9	—	—	—	19 17 3	18 5 5	[a]38 2 3	
34	21	18	5	5	83	9·5	—	—	—	24 0 0	4 14 7	3 0 0	7 14 7	
29	23	5	6	1	64	8·6	1 10 6	—	—	51 1 8	3 1 0	—	3 1 0	
15	41	12	12	12	92	10·	0 12 9	—	—	24 0 0	2 2 6	—	2 2 6	
25	18	7	2	12	64	9·3	5 11 0	—	4 0 0	43 3 4	—	20 0 0	[a]20 0 0	
35	11	5	12	3	66	7·6	0 14 0	—	—	16 6 8	3 0 0	—	3 0 0	
29	51	25	12	5	122	9·8	1 10 6	—	—	24 0 0	7 12 6	—	7 12 6	
26	18	15	6	4	69	9·5	0 11 6	—	—	24 0 0	5 14 0	—	5 14 0	
23	17	4	10	–	54	9·7	—	—	—	18 0 0	3 16 0	—	3 16 0	
52	94	39	33	34	252	10·6	6 13 0	—	5 10 0	83 13 4	21 5 6	5 0 0	26 5 6	
9	8	7	13	10	47	10·4	0 10 3	—	—	32 0 0	5 19 4	—	5 19 4	
83	65	22	26	8	204	9·6	2 0 3	—	—	63 16 8	—	20 0 0	[a]20 0 0	
22	18	12	13	8	73	9·6	2 0 11	—	—	20 10 0	1 17 1	—	1 17 1	
13	25	17	15	6	76	9·7	0 17 2	—	—	28 8 4	5 1 10	—	5 1 10	
39	52	12	8	–	111	9·9	1 9 9	—	—	37 10 0	0 13 10	10 0 0	10 13 10	
20	25	21	13	10	89	9·9	0 10 7	—	1 10 0	33 11 8	3 12 0	—	3 12 0	
22	28	12	13	6	86	10·7	1 8 5	—	—	47 13 4	1 8 3	—	1 8 3	
40	25	13	5	12	95	9·4	2 18 2	—	—	48 5 0	12 10 0	—	12 10 0	
54	33	30	22	7	146	9·7	3 5 11	—	1 0 0	48 10 0	10 17 0	—	10 17 0	
29	26	10	4	4	73	10·4	1 0 0	—	—	14 0 0	1 4 0	—	1 4 0	
43	25	19	14	9	110	9·6	2 3 9	—	1 10 0	40 17 2	5 1 0	—	5 1 0	
22	24	15	9	–	70	10·4	0 7 3	—	—	24 0 0	3 4 0	—	3 4 0	
26	21	5	2	–	54	8·4	—	—	—	24 0 0	3 13 9	—	3 13	
79	84	28	28	31	250	9·4	6 13 4	0 19 0	3 0 0	85 15 0	25 0 0	—	[a]25 0 C	
31	22	20	11	15	99	9·3	2 12 4	—	8 10 0	41 3 4	10 2 3	—	10 2 3	
16	24	9	22	15	86	9·5	—	—	3 0 0	44 0 0	9 12 0	—	9 12 0	
26	17	10	8	7	68	11·	0 6 6	—	—	20 0 0	4 7 0	—	4 7 0	
36	30	24	14	7	111	9·7	2 9 9	—	1 10 0	—	10 0 8	16 5 0	[a]26 5 8	
39	19	6	9	–	73	8·2	1 2 11	—	—	18 0 0	7 3 6	—	7 3 6	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
23	19	19	11	–	72	9·6	0 10 3	—	—	16 0 0	1 10 4	—	1 10 4	
42	35	15	26	34	152	11·1	2 11 8	1 17 7	2 10 0	71 6 8	16 1 2	—	16 1 2	
24	17	19	9	17	86	10·6	0 18 11	1 10 0	—	28 8 4	6 0 0	—	6 0 0	
31	22	4	4	3	64	9·	0 18 6	1 10 0	—	18 0 0	2 15 6	—	2 15 6	
14	12	9	13	–	48	8·4	0 10 9	1 10 0	—	19 17 6	2 9 2	—	2 9 2	
25	30	10	14	10	89	10·3	1 4 9	1 17 6	—	41 0 0	8 11 1	—	8 11 1	
16	14	3	6	3	42	11·	0 11 6	1 10 0	—	16 10 0	4 8 0	—	4 8 0	
58	23	13	17	–	111	9·5	—	—	—	27 6 8	3 1 0	—	3 1 0	
38	29	9	15	1	92	9·1	1 7 11	—	—	18 0 0	7 1 6	—	7 1 6	
30	28	19	13	11	101	9·5	0 12 3	—	—	42 15 0	0 7 6	—	0 7 6	
45	49	24	15	18	151	9·6	3 0 9	2 5 0	4 0 0	78 13 4	17 19 2	—	17 19 2	
54	47	35	9	15	160	10·2	2 18 1	2 5 0	8 0 0	84 16 8	18 11 5	—	18 11 5	
59	39	10	16	7	131	9·	1 2 11	2 5 0	—	48 0 0	11 5 6	—	11 5 6	
10	11	7	5	2	35	11·	—	—	—	—	1 15 10	—	1 15 10	
38	21	4	16	5	84	9·2	—	1 10 0	—	32 0 0	4 18 3	—	4 18 3	
16	22	11	9	6	64	10·5	2 1 3	1 10 0	—	27 10 0	5 6 6	—	5 6 6	
15	13	10	8	12	58	10·2	0 11 0	—	—	18 0 0	3 6 0	—	3 6 0	
30	15	10	16	5	76	9·6	1 1 6	1 10 0	—	24 0 0	3 15 6	—	3 15 6	
17	23	4	6	3	53	10·	1 3 11	—	—	32 0 0	6 11 0	—	6 11 0	
20	14	15	17	11	77	9·4	0 13 0	—	—	29 10 0	3 8 0	—	3 8 0	
35	40	17	14	6	112	10·6	1 14 1	—	1 10 0	40 10 0	9 17 7	—	9 17 7	

[b] School temporarily closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
75	3020	Shanrahan, .	Burncourt, . f.	V.T.	–	E.C	R.C.	–	119	119	–	102	102	68
76	3227	Ballingarry, .	Kilcommans, m.		–	R.C.	R.C.	100	–	100	71	–	71	45
77	3252	Glenkeen, .	Garrangreena, .	V.T.	R.C.	–	R.C.	45	37	82	34	28	62	31
78	3325	Killenaule, .	Killenaule, . m.		R.C.	–	R.C.	138	–	138	108	–	108	82
79	3327	Ardmayle, .	Nodstown, . f.		R.C.	–	R.C.	–	90	90	–	62	62	29
80	3328	Crohane, . .	Mardyke, . m.		–	R.C.	R.C.	139	–	139	95	–	95	56
81	3344	Kilmore, . .	Silvermines, f.		R.C.	–	R.C.	–	118	118	–	77	77	40
82	3348	Cloghjordan, .	Cloghjordan, .		E.C.	–	E.C.	159	128	287	97	73	170	84
83	3367	Durrow, . .	Annagh, . .	A.	–	R.C.	R.C.	39	56	95	27	41	68	32
84	3371	Cloghjordan, .	Deerpark, . i.		E.C.	–	E.C.	53	62	115	27	35	62	24
85	3486	Glenkeen, .	Borrisoleigh, f.		R.C.	–	R.C.	–	155	155	–	99	99	62
86	3627	Kilbarron, .	Kilbarron, . .		R.C.	–	R.C.	99	–	99	63	–	63	29
87	3899	Templenoe, .	Grenane, . .	V.T.	–	E.C.	R.C.	88	45	133	65	32	97	57
88	3970	Kilcomenty, .	Birdhill, . f.	V.T.	R.C.	–	R.C.	–	83	83	–	61	61	30
89	3999	Kilnaneave, .	Kilnaneave, . .	V.T.	R.C.	–	R.C.	78	64	142	58	45	103	51
90	4000	Templederry, .	Templederry, .	V.T.	R.C.	–	R.C.	51	38	89	32	27	59	29
91	4002	Ballybacon, .	Croagh, . m.	V.T.	R.C.		R.C.	46	–	46	40	–	40	26
92	4003	Twomileborris, .	Twomileborris, .	V.T.	R.C.	–	R.C.	79	65	144	52	46	98	61
93	4004	Do. . .	Littleton, . .	V.T.	R.C.	–	R.C.	65	64	129	41	41	82	46
94	4005	Moycarky, .	Moycarky, . .	V.T.	R.C.	–	R.C.	67	72	139	47	51	98	51
95	4066	Kilvellane, .	Newport, . m.	V.T.	R.C.	–	R.C.	247	–	247	189	–	189	89
96	4067	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	208	208	–	157	157	75
97	4069	St. Patrick's Rock,	Mocklershill, .		R.C.	–	R.C.	55	65	120	40	34	74	43
98	4071	Shronell, . .	Shronell, . .		R.C.	–	R.C.	81	59	140	54	37	91	49
99	4072	Killenaule, .	Graystown, . .		R.C.	–	R.C.	48	43	91	29	28	57	31
100	4074	Do. . .	Lanespark, . .		R.C.	–	R.C.	31	36	67	15	22	37	16
101	4075	Do. . .	Moyglass, . .		R.C.	–	R.C.	52	38	90	43	29	72	40
102	4130	Borrisokane, .	Borrisokane, m.	V.T.	R.C.	–	R.C.	200	–	200	124	–	124	69
103	4131	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	162	162	–	108	108	57
104	4132	Shanrahan, .	Clogheen, . m.	V.T.	–	E.C.	R.C.	154	–	154	–	103	103	57
105	4133	Do. . .	Do. . . f.	V.T.	–	E.C.	R.C.	–	244	244	–	158	158	94
106	4215	Bruis, . .	Mount Bruis, .		R.C.	–	R.C.	121	80	201	64	42	106	48
107	4221	Borrisokane, .	Kyle Park, . f.	V.C.	–	E.C.	R.C.	–	123	123	–	78	78	34
108	4476	Kilnarath, .	Tour, . . .	V.T.	R.C.	–	R.C.	52	47	99	40	39	79	37
109	4513	Rahelty, . .	Rahelty, . .		R.C.	–	R.C.	93	59	152	58	37	95	51
110	4542	Colman, . .	Colman, . .		R.C.	–	R.C.	36	29	65	26	25	51	29
111	4562	Templenoe, .	Ballyhust, . .	V.C.	R.C.	–	R.C.	51	35	86	41	22	63	34
112	4612	St. John Baptist,	Cashel, . m. i.		R.C.	–	R.C.	270	–	270	184	–	184	116
113	4620	Relickmurray and Athassel, .	Thomastown, .	V.T.	R.C.	–	R.C.	91	103	194	84	96	180	93
114	4722	Magorban, .	Silverfort, . .		R.C.	–	R.C.	19	37	56	13	20	33	20
115	4879	Upper Church, .	Garnakeilka, .		R.C.	–	R.C.	54	61	115	43	47	90	51
116	4924	Graystown, .	Noan, . . .		R.C.	–	R.C.	103	88	191	62	51	113	61
117	4936	Barnaneely, .	Barnane, . m.		–	E.C.	E.C.	52	–	52	48	–	48	23
118	5040	Eglish, . .	Eglish, . m.	V.C.	R.C.	–	R.C.	56	–	56	43	–	43	26
119	5041	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	80	80	–	54	54	27
120	5044	Killoskehan, .	Killoskehan, .		R.C.	–	R.C.	104	60	164	43	38	81	38
121	5094	Donohill, .	Mohoragh, . .		R.C.	–	R.C.	56	37	93	45	29	74	43
122	5111	Glenbane, .	Glenbane, . .		R.C.	–	R.C.	92	76	168	60	50	110	58
123	5144	Knockgraffon, .	New Inn, . m.		R.C.	–	R.C.	97	–	97	64	–	64	33
124	5308	Boulick, . .	Gortnahoe, . f.		R.C.	–	R.C.	–	58	58	–	45	45	25
125	5309	Killenaule, .	Killenaule, . f.		R.C.	–	R.C.	–	132	132	–	105	105	71
126	5384	Cordangan, .	Cordangan, . .		R.C.	–	R.C.	27	42	69	15	30	45	27
127	5435	Durrow, . .	Gurteen, . f.	V.T.	R.C.	–	R.C.	–	84	84	–	51	51	27
128	5470	Knockgraffon, .	New Inn, . f.		R.C.	–	R.C.	–	83	83	–	58	58	36
129	5491	Templebeg, .	Kilcummin, f.		R.C	–	R.C.	–	161	161	–	110	110	53
130	5595	Loughkeen, .	Riverstown, .		R.C.	–	R.C.	155	83	238	94	51	145	61
131	5745	Killavinoge, .	Clonmore, . m.		R.C.	–	R.C.	80	–	80	49	–	49	24
132	5802	Clonbeg, . .	Newtown, . .		R.C.	–	R.C.	69	43	112	50	30	80	44
133	6033	St. Mary's, .	Clonmel Mechanics' Institute, day,		–	R.C.	R.C.	50	–	50	24	–	24	13
134	6034	Ballingarry, .	Pike, . . .		R.C.	–	R.C.	78	84	162	49	48	97	45
135	6188	Killoscully, .	Killoscully, . .		R.C.	–	R.C.	42	39	81	31	29	60	32

[a] Residence free.

1863.—Province of Munster : County of Tipperary—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.						
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.				School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	In Salaries.	£	s.	d.	£	s.	d.	£	s.	d.
49	39	15	11	6	120	8·7	1	3	8	—			—			36 15 0	9	0	0	—			9	0	0
19	25	20	14	6	84	10·5	1	2	2	—			3	0	0	41 10 0	12	0	0	—			12	0	0
32	9	10	8	5	64	9·9	—			1	10	0	—			27 12 6	2	4	0	—			2	4	0
31	32	28	12	16	119	9·7	2	8	11	—			6	10	0	82 15 6	10	1	6	—			10	1	6
26	16	20	10	3	75	9·6	1	4	7	—			—			16 0 0	2	18	6	—			2	18	6
27	37	30	16	9	119	9·8	1	6	9	—			5	0	0	52 10 0	15	16	4	—			[b]15	16	4
36	22	15	8	7	88	9·3	—			—			—			29 16 8	5	10	11	—			5	10	11
45	81	41	17	6	190	9·9	6	1	9	—			—			77 18 4	9	0	7	20	0	0	29	0	7
24	28	12	5	5	74	9·9	0	11	3	1	10	0	—			20 0 0	4	13	4	—			4	13	4
44	14	2	–	–	60	7·1	0	10	3	—			—			16 0 0	—			1	0	0	1	0	0
28	28	23	11	15	105	9·	1	15	8	—			—			52 0 0	8	4	6	—			8	4	6
36	25	16	4	1	82	9·5	0	16	0	—			—			18 0 0	4	11	3	—			4	11	3
32	28	21	20	10	111	11·3	1	6	9	—			—			42 0 0	16	0	0	—			16	0	0
24	22	10	6	2	64	10·	1	9	3	1	10	0	—			16 0 0	2	14	6	—			2	14	6
32	41	13	13	10	109	9·7	1	10	0	—			—			43 10 0	11	12	3	—			11	12	3
33	20	9	10	–	72	9·	0	17	9	—			—			24 0 0	7	18	10	—			7	18	10
14	12	12	6	–	44	10·2	0	6	6	—			—			15 17 6	2	3	0	—			2	3	0
21	38	33	16	8	116	9·6	1	14	7	—			4	0	0	46 1 8	11	9	0	—			11	9	0
26	29	22	5	5	87	9·2	1	11	7	—			—			15 0 0	4	16	10	—			4	16	10
33	48	21	6	5	113	9·1	0	11	0	—			3	0	0	38 0 0	5	4	9	—			5	4	9
63	56	35	19	16	199	10·5	0	11	5	2	5	0	1	10	0	62 10 0	17	8	2	2	4	0	19	12	2
57	48	21	18	5	149	10·4	2	13	10	2	5	0	2	10	0	42 13 4	8	0	0	—			[a]8	0	0
28	22	16	15	7	88	9·4	1	19	2	1	10	0	—			33 13 4	2	10	0	—			2	10	0
44	37	10	10	2	103	8·4	2	17	3	1	17	6	—			43 0 0	9	14	6	—			9	14	6
19	11	16	7	4	57	11·9	0	10	3	1	10	0	—			33 5 0	3	11	8	—			3	11	8
19	10	7	4	–	40	9·7	—			1	10	0	—			18 0 0	1	10	0	—			1	10	0
18	36	16	5	3	78	9·6	0	18	1	1	10	0	6	10	0	35 0 0	7	8	6	—			7	8	6
50	39	33	15	7	144	9·6	3	8	10	—			—			52 3 4	9	4	9	—			9	4	9
38	41	29	11	7	126	9·6	1	5	8	—			—			54 8 10	6	15	10	—			6	15	10
26	30	16	29	15	116	11·1	2	5	5	—			1	10	0	37 15 0	11	7	1	—			11	7	1
78	62	12	23	8	183	10·6	0	10	10	—			—			45 5 0	13	12	0	—			13	12	0
36	39	13	12	12	112	10·1	1	0	0	2	5	0	—			58 6 8	20	4	6	—			20	4	6
14	35	13	9	–	71	10·3	—			—			1	10	0	41 16 8	1	5	5	—			1	5	5
30	19	32	6	3	90	9·6	1	1	5	—			—			18 0 0	3	15	6	—			3	15	6
18	16	15	20	17	86	10·	0	16	6	—			3	0	0	25 10 0	6	11	6	—			6	11	6
12	20	6	11	6	55	9·3	1	1	7	—			—			24 0 0	5	14	8	—			5	14	8
16	24	15	11	–	66	9·3	2	4	4	1	10	0	—			24 0 0	5	13	6	—			5	13	6
139	73	–	–	–	212	7·	3	14	0	—			5	0	0	65 5 0	—			33	0	0	33	0	0
47	48	21	34	24	174	10·4	3	1	7	—			4	0	0	61 10 0	7	0	0	—			7	0	0
21	14	7	4	3	49	8·2	0	10	0	1	10	0	—			11 5 0	3	3	7	—			3	3	7
31	26	13	12	9	91	10·	1	12	3	—			—			29 0 0	13	1	2	—			13	1	2
39	30	18	19	14	120	10·3	—			—			—			31 11 0	13	19	6	—			13	19	6
23	15	5	5	4	52	9·6	1	0	9	—			—			15 0 0	2	7	0	—			[a]2	7	0
21	7	9	6	4	47	14·8	0	12	1	—			1	0	0	28 0 0	4	4	9	—			4	4	9
18	8	10	3	9	48	9·5	1	4	0	—			2	10	0	25 13 4	1	6	6	—			1	6	6
45	12	13	11	16	97	10·8	0	8	1	1	10	0	—			24 0 0	6	7	1	—			6	7	1
20	27	19	8	7	81	9·4	0	14	6	—			—			29 0 0	7	9	6	—			7	9	6
32	24	21	24	15	116	11·5	2	13	6	—			1	0	0	52 6 8	16	0	0	—			16	0	0
14	21	17	9	8	69	–	2	0	5	—			—			7 11 8	5	4	6	—			5	4	6
13	20	7	4	–	44	10·	0	17	1	2	5	0	—			20 0 0	1	8	6	—			1	8	6
29	33	22	15	10	109	9·	4	16	6	2	5	0	8	0	0	67 3 4	12	10	1	—			12	10	1
14	17	15	5	–	51	7·7	0	17	9	1	10	0	—			16 0 0	6	19	10	4	0	0	10	19	10
21	23	10	4	1	59	9·3	0	17	3	1	10	0	—			24 0 0	1	18	0	—			1	18	0
17	21	11	8	14	71	10·6	0	13	8	1	10	0	—			32 6 8	7	8	0	—			7	8	0
27	47	26	8	3	111	10·4	1	11	3	1	17	6	3	0	0	31 10 0	10	13	0	—			10	13	0
92	47	15	13	6	173	9·1	1	2	3	1	10	0	—			41 13 4	13	1	9	—			13	1	9
16	25	5	6	4	56	9·6	0	8	1	—			1	0	0	18 0 0	3	3	0	—			[a]3	3	0
27	24	11	10	5	77	9·1	0	10	0	—			—			30 10 0	8	0	0	—			8	0	0
5	4	–	1	3	13	10·4	—			—			—			11 13 4	—			—			—		
43	36	16	10	6	111	10·4	3	0	2	1	10	0	—			47 15 0	1	4	11	—			1	4	11
8	27	16	5	–	56	10·7	0	10	10	—			—			18 0 0	5	0	6	—			5	0	6

[b] Residence and fuel.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females.	Total.	Average number of Pupils on Rolls. Males.	Females.	Total.	Average Daily Attendance.
136	6245	Killoscully,	Shallee,		R.C.	–	R.C.	65	38	103	48	32	80	35
137	6274	Corbally,	Derrymore,		R.C.	–	R.C.	88	86	174	58	54	112	54
138	6305	St. Mary's,	Clonmel Mechanics' Institute, evg.		–	R.C.	R.C.	90	–	90	35	–	35	14
139	6406	Aghnameadle,	Borrisnafarney,		R.C.	–	R.C.	43	45	88	32	31	63	34
140	6456	Clonoulty,	Clonoulty, f.		R.C.	–	R.C.	–	129	129	–	91	91	58
141	6547	Bourney,	St. Cronan's,		R.C.	–	R.C.	109	–	109	83	–	83	37
142	6549	Youghalarra,	Youghalarra,		R.C.	–	R.C.	82	–	82	45	–	45	31
143	6550	Tullaghorton,	Castlegrace,		R.C.	–	R.C.	47	40	87	36	31	67	37
144	6551	Emly,	Emly, m.		R.C.	–	R.C.	151	–	151	111	–	111	58
145	6658	Knigh,	Kildangan, m.		R.C.	–	R.C.	63	–	63	43	–	43	23
146	6659	Do.	Do.[b] f.		R.C.	–		–	–	–	–	–	–	–
147	6660	Crohane,	Crohane,		R.C.	–	R.C.	46	32	78	32	22	54	34
148	6661	Ballinarague,	Lisduff,		R.C.	–	R.C.	74	57	131	55	34	89	46
149	6662	Bourney,	Clonekenny, f.		R.C.	–	R.C.	–	111	111	–	81	81	43
150	6697	Ardfinnan,	Ardfinnan, m.		R.C.	–	R.C.	111	–	111	95	–	95	47
151	6698	Ballynaclough,	Ballynaclough,		R.C.	–	R.C.	87	53	140	59	28	87	37
152	6789	Lisronagh,	Lisronagh, m.		R.C.	–	R.C.	61	–	61	46	–	46	34
153	6790	Mortlestown,	Ballingeary,		R.C.	–	R.C.	44	31	75	32	23	55	32
154	6826	Aghnameadle,	Ballinlough,		R.C.	–	R.C.	44	61	105	33	47	80	45
155	6844	Ballybeacon,	Gormanstown, f.	v.c.	–	R.C.	R.C.	–	87	87	–	58	58	38
156	6847	Monsea,	Carrig, f.		R.C.	–	R.C.	–	72	72	–	41	41	30
157	6861	Ballingarry,	Kilcommans, f.		–	R.C.	R.C.	–	116	116	–	80	80	42
158	6874	Kilcash,	Kilcash, f.	v.c.	R.C.	–	R.C.	–	78	78	–	50	50	28
159	6887	Knockgraffon,	Knockgraffon,		R.C.	–	R.C.	34	53	87	21	41	62	35
160	6917	Lisronagh,	Lisronagh, f.		R.C.	–	R.C.	–	58	58	–	40	40	25
161	6918	Kilgrant,	Powerstown,		R.C.	–	R.C.	54	51	105	32	34	66	36
162	7047	Ballymarkery,	Ballinree,		R.C.	–	R.C.	63	57	120	34	33	67	28
163	7048	Ballingarry,	Mohober,		R.C.	–	R.C.	72	40	112	61	35	96	51
164	7049	Do.	Copper,		R.C.	–	R.C.	134	51	185	85	29	114	68
165	7088	Kilruane,	Kilruane, m.		R.C.	–	R.C.	43	34	77	38	29	67	45
166	7118	Castletown Arra,	Castletown Arra, m.		R.C.	–	R.C.	102	–	102	73	–	73	37
167	7119	Do.	Do. f.		R.C.	–	R.C.	–	99	99	–	79	79	45
168	7133	Killavinoge,	Shannakill,		R.C.	–	R.C.	49	64	113	31	40	71	32
169	7196	Do.	Clonmore, f.		R.C.	–	R.C.	–	107	107	–	68	68	37
170	7209	Cullen,	Cullen, f.		R.C.	–	R.C.	–	139	139	–	99	99	50
171	7231	Drangan,	Drangan, m.		R.C.	–	R.C.	111	–	111	85	–	85	43
172	7232	Do.	Do. f.		R.C.	–	R.C.	–	110	110	–	82	82	53
173	7245	Cullen,	Cullen, m.		R.C.	–	R.C.	126	–	126	86	–	86	42
174	7254	Relickmurray and Athassel,	Lagganstown,		R.C.	–	R.C.	50	45	95	39	36	75	33
175	7278	Rathlynin,	Curraghpoor,		R.C.	–	R.C.	102	78	180	80	60	140	73
176	7291	Ballingarry,	Boulakeale,		R.C.	–	R.C.	54	35	89	44	29	73	35
177	7302	Moyne,	Kilemakill,		R.C.	–	R.C.	37	44	81	27	29	56	31
178	7358	Templetenny,	Skehernarinkey, m.	v.c.	–	E.C.	R.C.	171	–	171	110	–	110	55
179	7359	Do.	Do. f.	v.c.	–	E.C.	R.C.	–	140	140	–	95	95	50
180	7416	Toan,	Cahernahallia,		R.C.	–	R.C.	146	108	254	94	73	167	83
181	7422	Kilremnon,	Clonagoose, f.		R.C.	–	R.C.	–	103	103	–	52	52	31
182	7433	Emly,	Emly, f.		R.C.	–	R.C.	–	157	157	–	112	112	58
183	7440	Ballygriffin,	Ballinahinch,		–	Diss.	R.C.	71	72	143	48	49	97	53
184	7498	Crohane,	Mardyke, f.		–	R.C.	R.C.	–	131	131	–	86	86	47
185	7577	Templeneery,	Bansha, m.		R.C.	–	R.C.	181	–	181	86	–	86	52
186	7594	Loughmore,	Loughmore, f.		R.C.	–	R.C.	–	97	97	–	71	71	48
187	7595	Grangemockler,	Grangemockler, m.		R.C.	–	R.C.	144	–	144	92	–	92	47
188	7596	Do.	Do. f.		R.C.	–	R.C.	–	97	97	–	61	61	38
189	7607	Kilsheelan,	Kilsheelan, m.		R.C.	–	R.C.	72	–	72	51	–	51	28
190	7662	Thurles,	Leugh,		R.C.	–	R.C.	63	41	104	41	22	63	29
191	7667	Kilvenron,	Clonagoose, m.		R.C.	–	R.C.	92	–	92	57	–	57	28
192	7694	Loughmore, west,	Loughmore, m.		R.C.	–	R.C.	181	–	181	99	–	99	32
193	7715	Ardfinnan,	Ardfinnan, f.		R.C.	–	R.C.	–	121	121	–	87	87	43
194	7721	Clonbeg,	Gurtavoher,		R.C.	–	R.C.	41	38	79	33	26	59	31
195	7736	Castletown Arra,	Corbally, m.		R.C.	–	R.C.	99	–	99	59	–	59	27
196	7756	Lismalin,	Ballydonnell,		R.C.	–	R.C.	62	58	120	44	42	86	52

[b] Residence free.

1863.—Province of Munster : County of Tipperary—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries	School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
50	18	7	9	–	84	9·7	1	6	3	1	10	0	—			21	3	10	4	10	0	—			4	10	0
34	44	33	13	3	127	9·3	0	14	6	1	10	0	1	0	0	55	10	0	1	10	6	—			1	10	6
–	22	3	5	6	36	15·4	—			—			—			4	3	4	—			—			—		
30	15	12	11	2	70	9·6	0	10	3	1	10	0	1	10	0	26	0	0	5	0	6	—			5	0	6
31	17	23	18	20	109	9·6	1	17	0	—			—			50	0	0	8	10	0	—			8	10	0
18	27	25	10	3	83	10·1	0	12	3	—			—			23	10	0	2	5	6	—			2	5	6
17	9	15	5	1	47	12·5	—			—			—			32	0	0	—			—			—		
25	25	10	16	–	76	9·7	—			—			—			24	0	0	4	5	6	—			4	5	6
22	37	25	14	13	111	10·4	3	0	0	—			—			33	0	0	11	10	0	—			11	10	0
16	12	10	9	–	47	9·5	1	1	0	—			—			18	0	0	1	4	6	—			1	4	6
–	–	–	–	–	–	–	—			—			—			—			—			—			—		
27	15	18	11	1	72	10·3	0	18	5	—			—			15	0	0	11	18	0	—			11	18	0
34	41	22	13	4	114	9·8	0	13	9	—			—			29	11	8	2	11	0	—			2	11	0
38	27	16	6	3	90	9·2	1	6	3	—			—			41	5	0	1	10	0	—			1	10	0
34	27	17	16	4	98	11·8	1	2	3	—			—			33	18	10	3	16	0	—			3	16	0
50	14	9	6	6	85	10·1	1	14	4	—			1	0	0	26	1	8	2	13	0	—			2	13	0
23	12	10	9	–	54	9·4	1	3	4	—			2	0	0	28	0	0	8	14	6	—			8	14	6
17	15	4	11	12	59	10·2	0	11	0	1	10	0	—			18	0	0	7	13	8	—			7	13	8
21	22	26	20	–	89	11·3	0	14	8	—			—			26	0	0	4	15	6	—			4	15	6
26	21	11	8	3	69	9·	—			3	0	0	—			40	0	0	4	15	4	—			4	15	4
13	17	8	6	3	47	10·8	0	18	3	—			—			20	0	0	3	19	4	—			[a]3	19	4
41	15	21	8	8	93	10·	0	16	7	4	17	5	6	10	0	46	12	9	14	19	11	—			[b]14	19	11
22	19	8	10	3	62	10·6	0	5	1	—			—			25	13	4	3	11	6	—			3	11	6
31	16	9	11	4	71	10·	—			—			—			20	0	0	4	0	0	—			4	0	0
12	6	12	7	7	44	10·2	1	2	2	1	10	0	—			20	0	0	6	0	0	—			6	0	0
30	21	23	8	–	82	9·3	0	10	6	1	10	0	—			38	0	0	8	19	4	—			8	19	4
45	24	7	6	–	82	8·7	0	14	1	1	10	0	—			24	6	8	4	2	6	—			4	2	6
19	30	25	17	9	100	10·5	1	14	7	1	10	0	1	0	0	34	3	4	20	0	11	—			20	0	11
34	36	23	12	11	116	11·6	2	19	3	8	8	6	—			64	0	0	26	11	9	—			26	11	9
19	34	17	2	2	74	9·2	0	14	3	1	10	0	—			18	0	0	4	0	0	—			4	0	0
17	28	15	7	–	67	9·1	1	9	11	1	10	0	—			23	6	8	4	11	11	—			4	11	11
26	27	15	4	4	76	11·	1	6	9	1	10	0	1	0	0	43	13	4	6	19	3	—			6	19	3
35	29	6	14	–	84	9·2	0	11	1	1	10	0	—			18	0	0	1	0	0	0	10	0	1	10	0
36	23	13	12	4	88	9·9	1	6	3	—			1	0	0	26	0	0	4	7	6	—			4	7	6
14	33	18	18	20	103	10·6	8	19	2	—			1	0	0	54	16	8	15	0	0	5	0	0	[a]20	0	0
21	26	31	12	12	102	11·1	1	19	3	—			—			26	6	8	1	6	0	—			1	6	0
21	24	24	3	7	79	11·2	1	5	9	—			1	0	0	47	3	4	3	10	0	—			3	10	0
15	27	22	14	15	93	11·2	1	18	9	—			1	0	0	31	0	0	10	0	0	5	0	0	[a]15	0	0
18	23	12	14	12	79	9·7	1	7	4	—			—			17	16	8	3	14	0	1	0	0	4	14	0
34	23	32	24	32	145	10·	2	15	0	—			—			43	11	8	18	16	7	—			18	16	7
10	17	22	15	13	77	10·	0	11	6	—			1	10	0	29	18	4	9	7	6	—			9	7	6
7	18	8	8	10	51	9·2	0	6	7	—			—			18	0	0	3	11	0	—			3	11	0
28	37	32	27	5	129	11·	—			—			—			70	13	4	9	0	0	20	0	0	29	0	0
13	27	35	17	7	99	11·	2	10	11	—			4	0	0	54	10	0	7	0	0	10	0	0	17	0	0
58	78	25	13	9	183	10·4	3	0	9	—			1	10	0	55	6	8	19	15	0	3	0	0	[a]22	15	0
16	19	16	10	9	70	10·1	—			—			—			30	0	0	4	19	2	—			4	19	2
50	30	25	11	10	126	11·	1	0	3	—			—			24	0	0	13	15	0	—			[a]13	15	0
35	41	23	16	5	120	9·6	1	17	4	—			—			41	6	8	4	12	0	18	0	0	[a]22	12	0
38	28	10	17	13	106	8·9	2	0	0	—			1	0	0	52	10	0	16	7	4	—			[c]16	7	4
32	28	35	15	15	125	10·7	2	13	0	—			2	10	0	25	8	4	10	0	0	—			10	0	0
12	13	27	14	6	72	10·3	1	10	9	—			—			49	10	0	7	6	4	—			7	6	4
28	25	27	19	15	114	10·7	0	10	10	—			—			29	0	0	9	2	2	—			9	2	2
32	22	13	13	11	91	10·7	2	0	3	—			—			38	10	0	5	5	4	—			5	5	4
20	23	8	7	4	62	7·8	1	11	5	1	10	0	—			24	0	0	3	2	11	—			[a]3	2	11
36	30	1	9	1	77	10·1	0	16	10	1	10	0	—			15	0	0	5	14	7	—			5	14	7
19	24	8	8	2	61	10·9	1	14	3	1	10	0	—			31	6	8	4	6	3	—			4	6	3
33	23	22	19	10	107	10·5	0	14	10	3	7	6	—			19	2	6	1	10	6	—			1	10	6
62	27	7	3	2	101	11·	1	0	0	1	10	0	4	0	0	31	6	8	4	1	10	—			4	1	10
30	27	8	5	6	76	8·5	0	11	11	1	10	0	—			15	0	0	7	4	0	—			7	4	0
32	28	6	8	–	74	9·2	0	14	0	1	10	0	—			24	0	0	2	1	5	—			2	1	5
23	33	24	14	22	116	10·2	0	18	3	1	10	0	—			32	0	0	12	4	0	—			12	4	0

[b] School temporarily closed.

[c] Residence and fuel.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
197	7782	Templenoe, .	Castle Inny, m.		R.C.	–	R.C.	86	–	86	52	–	52	25
198	7783	Do. . .	Do. . . f.		R.C.	–	R.C.	–	91	91	–	75	75	45
199	7820	Relickmurray & Athassel	Golden, . m.		R.C.	–	R.C.	105	–	105	84	–	84	[b]36
200	7821	Do. . .	Do. . . f.		R.C.	–	R.C.	–	83	83	–	75	75	38
201	7859	Castletown Arra,	Corbally, . f.		R.C.	–	R.C.	–	88	88	–	76	76	35
202	7885	Newcastle, .	Coroughclooney, .		R.C.	–	R.C.	59	49	108	35	39	74	44
203	7911	Iffa & Offa, West,	Croagh, . f.	V.T.	R.C.	–	R.C.	–	92	92	–	64	64	37
204	7938	Templeachally,	Ballina, . m.		R.C.	–	R.C.	103	–	103	60	–	60	34
205	7939	Do. . .	Do. . . f.		R.C.	–	R.C.	–	97	97	–	59	59	35
206	7982	Tullaghmelan, .	Grange, . m.		R.C.	–	R.C.	122	–	122	85	–	85	48
207	7983	Do. . .	Do. . . f.		R.C.	–	R.C.	–	99	99	–	73	73	41
208	8008	Glenkeen, .	Coolderry, . .		R.C.	–	R.C.	67	43	110	42	30	72	39
209	8009	Kilmore, . .	Lissenhall, . m.		R.C.	–	R.C.	76	–	76	58	–	58	28
210	8019	Lorrha, . .	Lehinch, . .		R.C.	–	R.C.	58	25	83	38	19	57	23
211	8020	Clonbullogue, .	Tankerstown, .		R.C.	–	R.C.	126	58	184	92	43	135	85
212	8022	Templeneiry, .	Bansha, . f.		R.C.	–	R.C.	–	132	132	–	95	95	51
213	8034	Kilbarron, .	Kilbarron, . f.		R.C.	–	R.C.	–	94	94	–	61	61	28
214	8072	Clonbeg, . .	Lisvernane, . .		R.C.	–	R.C.	79	52	131	60	37	97	55
215	8124	Kilmore, . .	Lissenhall, . f.		R.C.	–	R.C.	–	83	83	–	49	49	26
216	8198	Kilsheelan, .	Kilsheelan, . f.		R.C.	–	R.C.	–	81	81	–	53	53	31
217	8215	Clogher, . .	Turraheen, . .		R.C.	–	R.C.	79	59	138	71	51	122	58
218	8224	Clonoulty, .	Glenough, . .		R.C.	–	R.C.	49	50	99	41	40	81	54
219	8316	Solloghodbeg, .	Newtown, . m.		R.C.	–	R.C.	83	–	83	57	–	57	26
220	8317	Do. . .	Do. . . f.		R.C.	–	R.C.	–	99	99	–	72	72	36
221	8439	Moyaliff, . .	Roskeen, . f.		R.C.	–	R.C.	–	86	86	–	51	51	24
222	8440	Upper Church, .	Upper Church, f.		R.C.	–	R.C.	–	106	106	–	77	77	46
223	8533	Donohill, . .	Carhue, . .		R.C.	–	R.C.	39	39	78	31	29	60	34
224	8551	Kilmurray, .	Ballyneal, . m.		R.C.	–	R.C.	129	–	129	69	–	69	30
225	8552	Do. . .	Do. . . f.		R.C.	–	R.C.	–	103	103	–	64	64	41
226	8608	Burgess Big, .	Burgess, . m.		R.C.	–	R.C.	113	–	113	77	–	77	43
227	8627	Moyaliffe, .	Roskeen, . m.		R.C.	–	R.C.	103	–	103	61	–	61	39
228	8645	Templebeg, .	Newtown, . f.		R.C.	–	R.C.	–	102	102	–	72	72	36
229	8666	Barnane Ely, .	Barnane, . f.		–	E.C.	R.C.	–	50	50	–	34	34	20
230	8692	Ballymackey, .	Clash, . .		R.C.	–	R.C.	33	28	61	22	19	41	22
231	8697	Burgess Big, .	Burgess, . f.		R.C.	–	R.C.	–	121	121	–	82	82	49
232	8733	Moyne, . .	Moyne, . f.		R.C.	–	R.C.	–	113	113	–	74	74	44
233	8734	Toomavara, .	Toomavara, f.		R.C.	–	R.C.	–	113	113	–	79	79	35
234	8717	Upper Church, .	Upper Church, m.		R.C.	–	R.C.	103	–	103	80	–	80	47
235	8793	Bourney, . .	Corriganeen, .		–	E.C.	E.C.	19	24	43	9	17	26	13
236	8831	Ballingarry, .	Ballingarry, . f.		R.C.	–	R.C.	22	127	149	15	96	111	62
237	8832	Templebeg, .	Newtown, . m.		R.C.	–	R.C.	81	–	81	72	–	72	29
238	8874	Youghalarra, .	Youghalarra. f.		R.C.	–	R.C.	–	57	57	–	47	47	29
239	8898	Kilmore, . .	Bishopswood, .		R.C.	–	R.C.	63	53	116	40	39	79	39
240	8957	Donohill, . .	Annacarty, . f.		R.C.	–	R.C.	–	126	126	–	91	91	42
241	8986	Monsea, . .	Carrig, . m.		R.C.	–	R.C.	74	–	74	54	–	54	35
242	9060	Templederry, .	Clohinch, . m.		R.C.	–	R.C.	113	–	113	80	–	80	43
243	9061	Do. . .	Do. . f.		R.C.	–	R.C.	–	162	162	–	89	89	45
244	9099	Templeneiry, .	College, . .		R.C.	–	R.C.	74	47	121	48	32	80	51
245	9181	Horeabbey, .	Horeabbey, . .		R.C.	–	R.C.	45	29	74	35	20	55	29
246	9190	Templeachally,	Boher, . .		R.C.	–	R.C.	73	55	128	70	53	123	47
247	9249	Newcastle, .	Newcastle, . m.		R.C.	–	R.C.	68	–	68	66	–	66	49
248	9250	Do. . .	Do. . f.		R.C.	–	R.C.	–	56	56	–	56	56	45
		Total of Ordinary Schools, 248, .						15,839	13,658	29,497	10,670	9,519	20,189	10,857
		MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	5633	St. Mary's, .	ClonmelDis.Mod.m.	v.c.	–	Comms. of N. E.	R.C.	204	–	204	103	–	103	76
2	5634	Do. . .	Do. do. f.	v.c.	–		R.C.	–	124	124	–	62	62	48
3	5635	Do. . .	Do. do. i.	v.c.	–		Pres.	29	46	75	11	24	35	24
4	3694	Borrisokane, .	Kyle Park 1st Cl.Agr.	v.c.	–	E.C.	R.C.	165	–	165	94	–	94	49

[a] Residence free.

1863.—Province of MUNSTER: County of TIPPERARY—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
15	13	12	9	–	49	10·2	1 13 9	1 10 0	—	22 0 0	1 8 6	—	1 8 6	
21	25	28	8	5	87	10·4	1 8 11	1 10 0	1 10 0	29 5 0	3 15 9	—	3 15 9	
–	–	–	–	–	–	–	0 17 2	1 10 0	—	37 11 8	—	—	—	
18	22	13	14	8	75	11·	1 6 3	1 10 0	—	21 15 0	3 0 0	—	3 0 0	
24	27	21	9	–	81	9·6	1 0 6	1 10 0	—	28 0 0	2 17 0	—	2 17 0	
35	36	17	7	–	95	10·2	0 13 1	—	—	18 0 0	8 15 0	—	8 15 0	
22	21	14	9	2	68	9·5	2 0 3	—	—	26 10 0	3 19 9	—	3 19 9	
17	15	15	15	4	66	10·4	1 7 11	—	—	37 1 8	4 3 6	—	4 3 6	
13	14	19	4	10	60	11·	1 5 2	—	—	35 6 8	2 10 0	—	2 10 0	
20	26	24	9	7	86	10·3	1 6 10	—	—	25 4 5	10 10 5	—	10 10 5	
21	16	21	14	9	81	10·4	1 2 5	—	—	26 10 0	9 15 4	—	9 15 4	
25	24	10	15	6	80	8·1	0 10 0	—	—	28 0 0	7 6 0	—	7 6 0	
11	23	12	19	–	65	10·	0 11 3	—	—	18 0 0	2 3 6	—	2 3 6	
20	17	7	6	6	56	9·2	0 10 3	—	—	24 0 0	3 1 11	—	[a]3 1 11	
60	33	26	30	11	160	10·9	7 5 5	—	—	27 18 4	18 1 9	—	18 1 9	
33	26	29	13	13	114	9·4	1 12 3	—	3 0 0	45 0 0	15 5 8	—	15 5 8	
29	20	15	2	2	68	9·8	1 4 6	—	—	18 0 0	2 9 11	—	2 9 11	
30	25	29	9	11	104	10·5	2 3 9	—	—	30 10 0	12 0 0	—	12 0 0	
21	15	16	8	9	69	10·	0 10 4	—	—	20 0 0	3 0 4	—	3 0 4	
21	20	10	6	7	64	9·2	1 10 5	—	—	33 6 8	6 1 9	—	6 1 9	
17	32	27	20	23	119	9·	1 19 10	—	—	39 0 0	10 10 0	—	10 10 0	
31	27	17	12	7	94	7·5	2 0 4	—	1 0 0	21 0 0	9 0 0	—	9 0 0	
17	17	4	5	–	43	10·1	—	1 14 0	—	18 1 8	2 14 0	—	2 14 0	
22	27	18	8	5	80	10·5	0 14 5	1 10 0	—	24 5 0	12 0 0	—	12 0 0	
20	14	18	6	–	58	8·	0 15 9	1 10 0	—	17 0 0	4 10 0	—	4 10 0	
32	25	15	12	3	87	9·	0 8 4	1 10 0	—	18 6 8	7 3 9	—	7 3 9	
26	15	11	8	5	65	8·8	0 12 0	—	—	27 15 0	6 13 1	—	6 13 1	
23	20	14	15	8	80	10·4	0 10 0	—	—	10 12 6	7 12 2	—	7 12 2	
41	22	8	13	6	90	10·6	2 0 3	—	—	16 13 4	4 7 8	—	4 7 8	
23	21	21	7	7	79	10·2	—	—	—	26 15 0	4 16 0	0 18 0	5 14 0	
22	18	15	5	4	64	9·6	2 8 8	—	—	15 0 0	5 5 6	—	5 5 6	
23	23	17	5	–	68	9·3	0 6 6	—	—	20 16 8	7 13 6	—	7 13 6	
10	16	6	5	1	38	10·	0 10 0	—	—	16 0 0	2 9 3	5 0 0	[a]7 9 3	
15	21	4	6	2	48	8·7	0 10 11	—	—	11 5 0	1 12 0	0 5 10	1 17 10	
26	39	15	8	2	90	9·3	—	—	1 0 0	14 0 0	5 3 6	—	5 3 6	
32	15	17	6	8	78	9·3	2 4 10	—	3 0 0	32 0 0	5 10 0	—	5 10 0	
55	26	5	5	5	96	8·5	0 10 3	—	—	14 0 0	4 7 4	—	4 7 4	
31	31	14	9	9	94	11·	2 2 5	—	—	18 15 0	10 2 0	—	10 2 0	
14	5	6	4	2	31	9·5	—	—	—	—	—	51 0 0	[a]51 0 0	
40	28	21	15	15	119	10·	1 12 0	6 10 7	1 0 0	63 1 8	19 16 0	—	19 16 0	
18	27	24	10	–	79	11·	0 16 5	—	—	18 0 0	2 0 6	—	2 0 6	
22	10	10	8	–	50	10·8	—	—	—	15 0 0	4 0 0	—	4 0 0	
28	27	8	15	10	88	8·9	1 4 1	—	—	24 0 0	2 15 6	—	2 15 6	
17	28	21	15	10	91	11·2	1 2 2	—	—	18 1 8	1 10 0	—	1 10 0	
16	27	7	4	3	57	11·2	1 4 4	—	—	21 10 0	10 4 0	—	10 4 0	
21	33	14	9	7	84	9·9	2 12 4	4 10 0	—	30 15 0	11 5 4	—	11 5 4	
23	20	29	7	–	79	9·9	1 11 7	4 10 0	—	19 5 6	8 10 11	—	8 10 11	
29	32	21	15	5	102	10·7	1 9 2	4 10 0	—	11 13 4	1 5 6	—	1 5 6	
19	15	12	8	–	54	10·	—	4 0 0	—	6 0 0	2 7 0	—	2 7 0	
57	33	23	9	6	128	10·	0 11 3	6 0 0	—	6 0 0	3 0 0	—	3 0 0	
31	15	12	10	–	68	9·7	—	—	—	—	—	—	—	
20	21	11	4	–	56	9·2	—	—	—	—	—	—	—	
7,043	6,537	3,010	4,010	1,779	22,163		334 13 8	152 17 1	167 0 0	7,870 13 4	1,661 3 6	318 4 10	1,979 13 4	
15	27	39	37	14	132	10·9	20 7 6	25 8 6	—	646 14 6	57 12 2	—	57 12 2	
2	7	15	18	29	71	11·9	—	5 10 3						
29	6	6	–	–	41	5·5	—	—						
26	31	12	23	19	111	10·8	3 0 10	4 1 6	1 0 0	115 5 0	4 2 7	—	[b]4 2 7	

[b] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

MODEL, AGRICULTURAL, CONVENT,

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
5	5424	Templeachally, .	Derrycastle 1st class Agrl.	V.C.	–	Com. of N.E.	R.C.	64	50	114	43	34	77	38
6	5615	Ballybeacon, .	Gormanstown do.	V.C.	–	Com. of N.E.	R.C.	87	–	87	64	–	64	35
7	581	St. John Baptist,	Cashel Convent, f.		R.C.	–	R.C.	–	644	644	–	505	505	366
8	2133	Roscrea, . .	Airhill do.	B.	R.C.	–	R.C.	–	540	540	–	382	382	339
9	4068	Thurles, . .	Thurles do.		R.C.	–	R.C.	–	512	512	–	410	410	262
10	6865	Carrick-on-Suir,	Carrick-on-Suir do.		R.C.	–	R.C.	–	355	355	–	300	300	207
11	7392	Nenagh, . .	Nenagh, do.		–	R.C.	R.C.	–	736	736	–	474	474	269
12	5110	Thurles, . .	Thurles indus. Conv.		R.C.	–	R.C.	–	56	56	–	49	49	19
13	8903	Fethard, . .	Fethard, . f.		R.C.	–	R.C.	–	359	359	–	300	300	271
14	3024	St. Mary's, .	Clonmel Workhouse		–	Poor Law Guardians.	R.C.	107	139	246	84	100	184	164
15	3142	Tipperary, .	Tipperary do.		–		R.C.	61	87	148	38	63	101	73
16	3363	St. John Baptist,	Cashel do.		–		R.C.	109	132	241	78	99	177	139
17	3414	Corbally, . .	Roscrea do.		–		R.C.	33	85	118	22	59	81	64
18	3445	Shanrahan, .	Clogheen do.		–		R.C.	54	69	123	33	48	81	63
19	3519	Nenagh, .	Nenagh do.		–		R.C.	67	120	187	43	88	131	118
20	3546	Carrick-on-Suir,	Carrick-on-Suir do.		–		R.C	47	92	[b]139	38	74	[b]112	[b]82
21	3647	Thurles, . .	Thurles do.		–		R.C.	141	108	249	79	70	149	125
22	9031	Borrisokane, .	Borrisokane do.		–		E.C.	30	23	53	25	13	38	31
23	9258	St. Mary's, .	Clonmel Gaol, .		–	Govs. Gaol	R.C.	67	111	178	14	12	26	21
			Total of Special Schools, 23, .					1,265	4,388	5,653	769	3,166	3,935	2,883
			Grand Total for Co. Tipperary, 271,					17,104	18,046	35,150	11,439	12,685	24,124	13,740

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	619	Ballygunner, .	Ballygunner, m.		R.C.	–	R.C.	131	–	131	72	–	72	40
2	622	Corbally, . .	Summerville, f.		–	E.C.	R.C.	–	128	128	–	94	94	65
3	630	Kilbarrymeadan,	Kill, . . m.		R.C.	–	R.C.	125	–	125	85	–	85	53
4	633	Lismore, . .	Lismore, . f.		–	E.C.	R.C.	–	127	127	–	98	98	70
5	634	Kilburne, .	Butlerstown, m.		R.C.	–	R.C.	81	–	81	61	–	61	38
6	636	Rossmire, .	Newtown, . m.		R.C.	–	R.C.	43	–	43	35	–	35	20
7	646	Trinity, . .	St. Patrick's, day,		R.C.	–	R.C.	–	157	157	–	99	99	70
			Do. . . evg.		–	–	–	–	61	61	–	28	28	15
8	1136	Rossmire, .	Newtown, . f.		R.C.	–	R.C.	–	82	82	–	60	60	37
9	1179	Tallow, . .	Glencairn, . .		R.C.	–	R.C.	27	34	61	18	26	44	21
10	1207	Ballyduff, .	Ballyduff, No. 1, .	V.T.	R.C.	–	R.C.	55	32	87	40	20	60	28
11	1286	Corbally, . .	Summerville, m.	V.T.	–	E.C.	R.C.	108	–	108	87	–	87	63
12	1287	Kilculliheen, .	Kilculliheen, m.	V.T.	R.C.	–	R.C.	111	–	111	73	–	73	44
13	1288	Tallow, . .	Tallow, . m.	A.	R.C.	–	R.C.	239	–	239	177	–	177	113
14	1395	Aglish, . .	Aglish, . m.	A.	R.C.	–	R.C.	113	–	113	94	–	94	43
15	1514	Kilculliheen, .	Kilculliheen, f.	V.T.	R.C.	–	R.C.	114	–	114	81	–	81	47
16	1577	Kilronan, .	Russelstown, .		–	E.C.	R.C.	50	45	95	37	33	70	36
17	1578	Monksland, .	Knockmahon, m.		–	E.C.	R.C.	174	–	174	124	–	124	71
18	1708	Kilmeadan, .	Ballyduff, No. 2, m.	B.	R.C.	–	R.C.	132	–	132	87	–	87	40
19	1711	Kilrossanty, .	Kilrossanty, m.	V.T.	R.C.	–	R.C.	116	–	116	78	–	78	45
20	1767	Stradbally, .	Stradbally, . m.		R.C.	–	R.C.	189	–	189	128	–	128	65
21	1777	Kilmeadan, .	Ballyduff, . f.	B.	R.C.	–	R.C.	–	95	95	–	74	74	22
22	1778	Kilrossanty, .	Kilrossanty, f.	V.T.	R.C.	–	R.C.	–	90	90	–	72	72	40
23	1779	Stradbally, .	Stradbally, . f.		R.C.	–	R.C.	–	145	145	–	90	90	46
24	1794	Drumcannon, .	Tramore, . m.		R.C.	–	R.C.	333	–	333	207	–	207	114
25	1826	Do. . .	Do. . . f.		R.C.	–	R.C.	–	293	293	–	239	239	121
26	1830	Ringagonagh, .	Mullinahorna, m.	A.	R.C. E.C.	–	R.C.	164	–	164	95	–	95	57
27	1857	Mothel, . .	Clonea, . m.		R.C.	–	R.C.	111	–	111	86	–	86	57
28	1927	Ballylaneen, .	Bonmahon, . m.		R.C.	–	R.C.	166	–	166	117	–	117	59
29	1936	Lismore, East, .	Cappoquin, . m.		R.C.	–	R.C.	209	–	209	154	–	154	108

[a] Residence free.

1863.—Province of MUNSTER : County of TIPPERARY—*continued.*

AND POOR LAW UNION SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	School Fees.			Endowments, &c.			Total.		
																			£	s.	d.	£	s.	d.	£	s.	d.
33	18	31	1	1	84	9·7	1	11	2	1	7	9	—			88	0	0	2	10	8	—			2	10	8
20	22	8	10	10	70	11·	4	10	6	—			—			78	0	0	6	14	6	—			6	14	6
183	123	104	85	131	626	10·2	13	7	5	—			5	0	0	118	19	7	—			—			—		
156	138	75	30	29	428	8·6	13	12	4	—			2	10	0	116	0	5	8	4	0	—			8	4	0
151	93	73	44	74	435	10·	16	18	8	4	10	0	8	0	0	87	17	11	—			—			—		
111	76	62	47	27	323	9·6	0	10	3	—			—			64	3	4	—			—			—		
300	160	55	40	12	567	8·3	4	7	6	—			6	0	0	74	11	3	26	19	3	—			26	19	3
–	18	8	15	8	49	21·	—			—			—			10	0	0	—			—			—		
108	79	58	56	58	359	10·4	10	5	5	—			—			61	14	2	—			—			—		
123	83	34	16	–	256	8·6	—			—			14	10	0	—			—			—			—		
37	38	24	18	–	117	8·6	3	4	9	—			2	15	0	—			—			—			—		
78	43	22	15	10	168	8·4	1	3	9	—			9	5	0	—			—			—			—		
48	19	15	8	4	94	12·5	2	1	7	—			3	15	0	—			—			—			—		
54	21	6	3	–	84	7·	2	14	0	—			1	10	0	—			—			—			—		
52	28	18	24	8	130	9·5	4	2	1	—			4	10	0	—			—			—			—		
–	–	–	–	–	–	–	13	19	5	—			5	0	0	—			—			—			—		
86	25	26	10	2	149	9·1	1	14	0	—			8	0	0	—			—			—			—		
31	9	2	1	–	43	7·	—			—			—			—			—			—			—		
11	17	–	12	–	40	16·5	—			4	0	0	—			—			—			—			—		
1,654	1,081	693	513	436	4,377		117	11	2	44	18	0	71	15	0	1,461	6	2	106	3	2	—			106	3	2
8,697	7,618	4,703	3,307	2,215	26,540		452	4	10	197	15	1	238	15	0	9,332	4	6	1,767	11	8	318	4	10	2,085	16	6

WATERFORD—109 SCHOOLS.

19	24	20	12	4	79	11·5	1	2	7	—			—			32	0	0	8	0	0	8	0	0	16	0	0
38	26	26	12	–	102	9·7	2	2	11	1	17	6	2	10	0	56	16	8	8	14	1	6	0	0	[a]14	14	1
40	37	13	8	7	105	10·7	1	9	3	—			2	0	0	33	6	8	6	9	1	—			6	9	1
38	30	21	17	5	111	9·9	6	8	3	—			—			44	0	0	6	8	3	18	0	0	[a]24	8	3
22	18	16	9	4	69	11·7	1	8	7	—			2	0	0	38	0	0	7	16	3	—			[a]7	16	3
11	14	8	4	1	38	12·8	0	19	11	—			—			11	5	0	4	0	0	—			4	0	0
72	14	5	2	–	93	6·	}	—		—			—			55	0	0	{	1	11	7	—			1	11	7
–	21	3	–	–	24	11·														—			—			—		
36	16	10	9	1	72	10·3	1	2	2	—			—			24	0	0	5	0	0	—			5	0	0
25	11	3	2	–	41	7·9	0	10	0	1	10	0	—			13	4	5	1	6	7	—			1	6	7
34	15	13	7	8	77	9·2	0	10	0	1	10	0	—			18	0	0	1	5	0	—			[a]1	5	0
24	24	20	13	14	95	9·5	2	2	3	—			2	0	0	60	3	4	5	12	6	8	0	0	13	12	6
34	30	6	7	7	84	9·6	0	15	2	—			3	0	0	44	3	4	5	1	10	—			5	1	10
67	51	33	32	17	200	9·6	3	6	9	—			2	0	0	93	15	6	11	0	6	7	10	0	18	10	6
37	25	20	11	10	103	10·3	0	13	3	—			—			24	0	0	1	17	8	—			1	17	8
51	20	11	4	7	93	9·6	1	9	7	—			—			30	0	0	2	13	11	—			2	13	11
31	21	11	8	–	71	9·5	0	12	3	—			—			24	0	0	3	8	5	15	0	0	[a]18	8	5
37	33	24	24	10	128	10·	2	6	10	—			—			56	11	8	3	16	11	10	0	0	13	16	11
26	20	20	4	6	76	10·	1	13	10	—			—			33	3	4	4	0	0	—			[c]4	0	0
41	19	12	10	5	87	9·8	1	2	2	—			—			26	0	0	3	1	6	—			3	1	6
54	31	24	19	21	149	10·	1	17	3	—			—			67	15	0	10	0	0	10	0	0	20	0	0
38	10	8	7	6	69	8·	0	16	9	—			—			31	0	0	5	4	6	—			5	4	6
25	22	16	10	–	73	10·	1	8	7	—			—			16	0	0	1	10	6	—			1	10	6
54	32	15	10	7	118	9·2	0	10	11	—			—			28	6	8	2	0	0	8	0	0	10	0	0
104	74	22	12	11	223	9·7	2	1	1	—			—			70	7	10	8	10	8	—			8	10	8
131	53	40	18	21	263	7·3	1	9	11	—			—			59	8	4	5	16	9	—			5	16	9
38	18	10	9	8	83	9·8	—			1	17	6	—			39	15	0	5	8	8	2	10	0	7	18	8
43	25	13	9	–	90	9·6	2	1	8	1	10	0	—			50	0	0	11	15	0	—			11	15	0
62	31	18	11	5	127	9·5	0	17	11	—			—			30	5	0	4	7	3	—			4	7	3
58	33	30	30	25	176	9·7	—			—			—			63	10	0	9	16	10	10	0	0	19	16	10

[b] Attendance taken from Inspector's report.

[c] For last six months of year.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
30	1955	Lismore, East,	Tourine,		–	E.C.	R.C.	57	78	135	45	54	99	56
31	2029	Dungarvan,	Garrynageragh,		R.C.	–	R.C.	88	65	153	61	50	111	60
32	2214	Stradbally,	Currabaha,		R.C.	–	R.C.	88	62	150	60	44	104	50
33	2337	Ringagonagh,	Mullinahorna, f.	A	R.C. / E.C.	–	R.C.	–	120	120	–	81	81	40
34	2718	Templemichael,	Glendine,		R.C.	–	R.C.	66	49	115	42	30	72	39
35	2761	Ballylaneen,	Ballylaneen,		R.C.	–	R.C.	104	100	204	76	68	144	82
36	2889	Clashmore,	Clashmore, m.		R.C.	–	R.C.	110	–	110	71	–	71	37
37	3491	Do.	Kilcalf,	A.	R.C.	–	R.C.	34	40	74	21	32	53	31
38	3549	Whitechurch,	Whitechurch, m.	V.T.	R.C.	–	R.C.	128	–	128	92	–	92	56
39	3550	Do.	Do. f.	V.T.	R.C.	E.C.	R.C.	–	120	120	–	80	80	46
40	3758	Do.	Ballintaylor,		–	–	R.C.	62	38	100	48	26	74	47
41	3766	Kilcogin,	Knockanore,		R.C.	E.C.	R.C.	77	80	157	61	64	125	81
42	3849	Lismore,	Gloungarragh, f.	V.T.	–	–	R.C.	–	62	62	–	54	54	37
43	3858	Ardmore,	Ardmore, m.		R.C.	E.C.	R.C.	108	–	108	88	–	88	50
44	4134	Kilgobnet,	Coolmasmear, m.	V.T.	–	E.C.	R.C.	110	–	110	80	–	80	47
45	4135	Do.	Do. f.	V.T.	–	–	R.C.	–	94	94	–	63	63	42
46	4136	Mothel,	Coolnahorna,	V.T.	R.C.	–	R.C.	37	20	57	27	13	40	26
47	4613	Kilgobnet,	Garranbane,		R.C.	–	R.C.	68	58	126	53	39	92	58
48	4638	Dunhill,	Dunhill, m.		R.C.	–	R.C.	88	–	88	59	–	59	36
49	4639	Do.	Do. f.		R.C.	–	R.C.	–	133	133	–	93	93	53
50	4690	Rathgormuck,	Rathgormuck, m.		R.C.	–	R.C.	108	–	108	80	–	80	48
51	4866	Kilronan,	Bennet's Church,		R.C.	–	R.C.	75	62	137	57	44	101	66
52	4868	Islandikane,	Fenor, m.		R.C.	–	R.C.	103	–	103	73	–	73	43
53	4869	Do.	Do. f.		R.C.	–	R.C.	–	108	108	–	85	85	37
54	4901	Kill, St. Nicholas,	Passage, East, m.		R.C.	–	R.C.	137	–	137	86	–	86	47
55	5095	Ardmore,	Ardmore, f.		R.C.	–	R.C.	–	149	149	–	111	111	70
56	5197	Ballygunner,	Ballygunner, f.		R.C.	–	R.C.	–	130	130	–	98	98	54
57	5385	Kilwatermoy,	Kilwatermoy, m.		R.C.	–	R.C.	90	–	90	66	–	66	37
58	5548	Ardmore, East,	Ballymacart, m.		R.C.	E.C.	R.C.	114	–	114	83	–	83	52
59	5556	Monksland,	Knockmahon, f.		–	–	R.C.	–	202	202	–	134	134	71
60	5682	Dysert,	Windgap, m.		R.C.	–	R.C.	62	–	62	39	–	39	23
61	5683	Do.	Do. f.		R.C.	–	R.C.	–	71	71	–	49	49	30
62	5911	Kilwatermoy,	Kilwatermoy, f.		R.C.	–	R.C.	–	86	86	–	67	67	38
63	6279	Aglish,	Mount Stuart,	V.C.	R.C.	–	R.C.	91	52	143	51	32	83	31
64	6371	Rathgormuck,	Rathgormuck, f.		R.C.	–	R.C.	–	130	130	–	96	96	55
65	6388	Ardmore, East,	Ballymacart, f.		R.C.	–	R.C.	–	70	70	–	53	53	39
66	6479	Kilronan,	Newtown,		R.C.	E.C.	R.C.	66	49	115	42	36	78	40
67	6720	Dungarvan,	Carriglea,	V.C.	–	–	R.C.	48	39	87	30	31	61	34
68	6735	Aglish,	Aglish, f.	A.	R.C.	–	R.C.	–	98	98	–	93	93	39
69	6799	Kilbarrymeadan,	Kill, f.		R.C.	–	R.C.	–	114	114	–	61	61	30
70	6827	Kilburne,	Butlerstown, f.		R.C.	–	R.C.	–	85	85	–	58	58	41
71	6828	Ballylaneen,	Bonmahon, f.		R.C.	–	R.C.	–	113	113	–	91	91	38
72	6905	Kilmoleran,	Carrickbeg, m.		R.C.	–	R.C.	84	–	84	60	–	60	37
73	7210	Do.	Do. f.		R.C.	Diss.	R.C.	–	59	59	–	44	44	24
74	7225	Clonagam,	Mayfield, m. day,		–	–	R.C.	216	–	216	143	–	143	88
			Do. evg.		–	Diss.	–	144	–	144	88	–	88	43
75	7226	Do.	Do. f. day,		–	–	R.C	–	171	171	–	115	115	80
			Do. evg.		–	–	–	–	128	128	–	74	74	42
76	7311	Lismore and Mocollop,	Mt. Melleray, f.		R.C.		R.C.	–	92	92	–	76	76	41
77	7314	Trinity,	Waterford Mech. Inst. evg.		E.C.	–	Pres.	114	–	114	34	–	34	24
78	7441	Clashmore,	Ballycurrane,		R.C.	–	R.C.	39	51	90	26	37	63	35
79	7469	Killea,	Dunmore, East, f.		R.C.	–	R.C.	–	124	124	–	111	111	69
80	7668	Ballyduff,	Ballyduff,		R.C.	–	R.C.	80	58	138	58	39	97	60
81	7693	Faithlegg,	Faithlegg, m.		–	R.C.	R.C.	119	–	119	75	–	75	31
82	7737	Affane and Aglish,	Villierstown, m.		E.C.	–	R.C.	101	–	101	74	–	74	36
83	7772	Mothell,	Clonea, f.		R.C.	–	R.C.	–	108	108	–	71	71	39
84	7880	Lismore,	Ballinvella,	V.C.	–	E.C.	R.C.	44	36	80	27	28	55	34
85	8107	Crook or Killea,	Faithlegg, f.		–	R.C.	R.C.	–	85	85	–	64	64	34
86	8125	Whitechurch,	Kilishel,		R.C.	–	R.C.	71	79	150	45	56	101	60
87	8131	Kinsalebeg,	Piltown,		R.C.	–	R.C.	135	111	246	80	65	145	81
88	8132	Seskinan,	Touraneena, m.		R.C.	–	R.C.	160	–	160	115	–	115	67
89	8133	Do.	Do. f.		R.C.	–	R.C.	–	142	142	–	100	100	62

* Residence free.

1863.—Province of MUNSTER: County of WATERFORD—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
37	22	11	15	13	98	10·	1 12 3	—	—	41 6 8	4 0 0	11 0 0	[a]15 0 0	
44	35	29	20	7	135	11·6	1 18 3	—	—	46 0 0	7 10 0	—	7 10 0	
54	26	10	15	12	117	10·	0 14 4	1 17 6	—	51 15 0	9 9 8	—	9 9 8	
49	14	21	10	3	97	9·5	1 5 6	1 10 0	—	23 6 8	5 0 10	2 10 0	7 10 10	
27	27	10	10	3	77	8·5	1 3 11	—	—	40 0 0	8 19 7	—	[a]8 19 7	
42	56	27	19	18	162	10·7	4 5 6	2 5 0	1 0 0	74 5 10	8 18 6	—	8 18 6	
22	32	14	11	2	81	10·1	0 11 9	—	—	18 0 0	2 9 6	8 0 0	[a]10 9 6	
33	15	10	3	3	64	8·5	0 14 5	—	—	20 0 0	3 6 4	5 0 0	8 6 4	
43	22	23	3	8	99	9·8	1 4 9	—	—	43 11 8	10 0 0	—	10 0 0	
25	10	19	19	6	79	11·1	1 10 10	—	—	40 0 0	9 7 0	—	9 7 0	
31	12	10	15	11	79	9·9	1 13 9	—	—	43 10 0	4 10 0	9 0 0	13 10 0	
48	43	15	18	15	139	10·1	1 3 9	—	5 0 0	54 6 8	10 10 0	—	[a]10 10 0	
19	18	7	5	7	56	9·	2 4 10	—	—	36 0 0	0 2 0	12 10 0	[a]12 12 0	
36	24	19	15	4	98	10·	1 15 10	1 17 6	—	46 16 8	8 0 0	5 0 0	13 0 0	
22	44	18	5	–	89	9·6	1 10 5	—	—	24 0 0	6 5 0	3 0 0	[b]9 5 0	
17	19	15	12	–	63	9·6	0 18 5	1 10 0	—	20 0 0	4 11 10	2 0 0	[a]6 11 10	
11	15	11	3	2	42	9·9	0 10 6	—	—	38 0 0	1 5 10	—	1 5 10	
37	15	12	27	6	97	10·9	1 10 3	—	—	29 16 8	8 2 0	—	8 2 0	
26	22	7	7	7	69	9·8	0 14 6	—	—	19 10 0	9 13 10	—	9 13 10	
48	23	17	3	8	99	10·	3 12 4	—	—	33 6 8	11 7 2	—	11 7 2	
24	36	11	14	8	93	10·6	2 0 3	—	—	53 3 4	9 17 0	—	9 17 0	
45	33	18	16	7	119	9·2	2 16 5	—	1 0 0	32 0 0	15 9 2	—	15 9 2	
31	27	23	3	4	88	9·8	1 8 6	—	—	22 0 0	7 12 0	—	7 12 0	
33	30	12	17	4	96	9·	0 11 2	—	—	23 13 4	7 4 1	—	[a]7 4 1	
28	24	23	21	5	101	10·9	1 6 11	—	—	32 16 8	10 1 6	—	10 1 6	
34	32	25	16	20	127	9·1	4 11 11	—	1 0 0	48 0 0	13 10 0	5 0 0	18 10 0	
22	40	20	16	8	106	9·7	4 2 7	—	—	40 0 0	5 2 9	8 0 0	13 2 9	
42	8	13	16	1	80	10·9	0 11 5	1 10 0	—	24 0 0	2 13 0	0 10 0	[a]3 3 0	
16	32	10	22	10	90	10·	1 5 4	1 17 6	—	39 0 0	15 8 1	2 10 0	17 18 1	
59	36	9	23	12	139	9·8	1 11 1	1 17 6	—	32 3 4	2 7 0	10 0 0	12 7 0	
7	17	13	7	3	47	11·2	1 2 0	—	—	24 0 0	3 13 4	—	[a]3 13 4	
18	18	11	6	4	57	9·4	1 2 0	—	—	36 6 8	7 12 6	—	7 12 6	
32	18	12	13	4	79	9·	1 14 2	—	—	20 0 0	2 10 0	—	2 10 0	
44	22	22	7	6	101	9·3	1 0 3	—	—	18 0 0	—	6 0 0	6 0 0	
33	35	20	15	4	107	9·6	3 7 8	1 17 6	—	62 10 0	6 9 6	—	6 9 6	
12	11	8	11	12	54	10·5	0 12 0	1 10 0	—	40 0 0	11 10 10	2 10 0	14 0 10	
48	23	8	9	5	93	9·1	0 11 0	—	—	24 0 0	10 10 0	1 2 6	11 12 6	
27	16	12	7	6	68	9·5	2 2 6	1 10 0	—	38 0 0	4 2 0	16 12 0	20 14 0	
45	19	26	5	3	98	11·2	0 10 3	1 10 0	—	16 0 0	0 19 7	—	0 19 7	
37	17	16	10	3	83	9·	1 4 0	—	—	17 6 8	3 1 4	—	3 1 4	
14	18	17	6	7	62	11·4	1 1 6	—	1 0 0	27 0 0	7 8 6	—	[a]7 8 6	
58	25	8	6	4	101	8·2	1 3 4	—	—	14 5 10	1 8 5	—	1 8 5	
35	17	6	3	3	64	11·3	0 10 6	—	—	24 0 0	5 0 0	—	[a]5 0 0	
24	6	5	5	1	41	10·6	0 16 7	—	—	16 0 0	2 15 11	—	2 15 11	
49	56	25	20	7	157	10·6	4 19 11	—	4 0 0	83 16 8	27 4 5	29 14 0	56 18 5	
17	34	27	32	–	110	15·2					28 1 9	7 10 0	35 11 9	
25	30	28	9	19	111	10·7	—	—	3 0 0	90 0 0	14 0 4	43 4 0	57 4 4	
24	18	33	23	–	98	13·5					14 13 11	25 9 0	40 2 11	
33	18	9	15	2	77	9·5	—	—	—	16 0 0	—	—	—	
–	–	–	41	37	78	16·9	1 11 2	—	—	5 0 0	13 11 11	4 14 9	18 6 8	
30	16	6	9	2	63	9·	0 6 0	—	1 0 0	26 0 0	4 9 0	1 0 0	5 9 0	
30	31	18	9	2	90	11·	3 11 2	—	1 0 0	45 16 8	6 2 4	—	6 2 4	
33	40	25	8	14	120	9·7	—	2 5 0	1 10 0	38 5 0	7 4 11	—	7 4 11	
25	21	14	19	10	89	10·	1 0 0	1 10 0	—	33 0 0	3 5 2	1 0 0	[a]4 5 2	
39	19	7	5	2	72	9·5	0 12 7	—	3 0 0	24 0 0	2 8 4	6 0 0	8 8 4	
24	23	19	4	3	73	9·8	2 18 1	1 17 6	1 10 0	44 0 0	5 14 1	—	5 14 1	
24	28	12	9	–	73	9·6	2 4 8	—	—	30 10 0	3 17 8	10 0 0	13 17 8	
29	15	14	8	5	71	9·4	2 15 4	—	—	32 0 0	5 12 4	6 10 0	[a]12 2 4	
48	24	9	21	8	110	8·7	—	—	—	34 0 0	6 0 0	1 0 0	[a]7 0 0	
101	52	26	15	9	203	9·3	3 2 9	—	—	38 0 0	7 8 11	—	7 8 11	
35	53	26	11	10	135	10·	2 11 3	—	—	42 0 0	13 9 1	—	13 9 1	
35	31	22	8	12	108	9·	2 13 10	—	—	40 10 0	11 1 0	—	11 1 0	

[b] Residence and an acre of land free.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
90	8192	Clashmore, .	Clashmore, . f.		R.C.	–	R.C.	–	132	132	–	104	104	51
91	8234	Crook and Killea,	Passage, East, f.		R.C.	–	R.C.	–	195	195	–	152	152	95
92	8261	Clonagan, .	Mayfield, . i.		–	Diss.	R.C.	118	104	222	76	68	144	81
93	8282	Drumcannon, .	Castletown, . m.		R.C.	–	R.C.	37	–	37	28	–	28	18
94	8335	Affane, . .	Villierstown, f.		E.C.	–	R.C.	–	106	106	–	74	74	36
95	8498	Drumcannon, .	Castletown, f.		R.C.	–	R.C.	–	43	43	–	30	30	19
			Total of Ordinary Schools, 95, .					6,372	5,790	12,162	4,356	4,171	8,527	4,882
			MODEL, AGRICULTURAL, CONVENT, MARITIME, AND POOR LAW UNION SCHOOLS.											
1	6974	St. John's, .	Waterford District Model, . m.	V.C.	–	Coms. of Nat. Ed.	R.C.	138	–	138	73	–	73	60
2	6975	Do. . .	Do. . . f.	V.C.	–		E.C.	–	113	113	–	62	62	50
3	6976	Do. . .	Do. . . i.	V.C.	–		R.C.	61	45	106	30	23	53	41
4	6977	Do. . .	Waterford Maritime	V.C.	–		R.C.	65	–	65	21	–	21	11
5	1710	Lismore, . .	Gloungarragh 1st Class Agricultural,	V.T.	–	E.C.	R.C.	76	–	76	66	–	66	39
6	632	Do. . .	Lismore Ord. Agrcl.		–	E.C.	R.C.	241	–	241	170	–	170	112
7	5233	Do. . .	Grange do.		R.C.	–	R.C.	106	62	168	72	38	110	58
8	1289	Tallow, . .	Tallow Convent, f.	A.	R.C.	–	R.C.	–	412	412	–	380	380	227
9	3228	Lismore, East, .	Cappoquin do. 2,		R.C.	–	R.C.	–	370	370	–	282	282	209
10	3418	Do. . .	Lismore Workhouse		–	Poor Law Guardians.	R.C.	38	67	105	30	46	76	66
11	3826	St. John's, .	Waterford do.		–		R C.	196	212	408	110	97	207	133
12	4180	Dungarvan, .	Dungarvan do.		–		R.C.	75	99	174	44	57	101	[b]58
13	6745	Rossmire, .	Kilmacthomas do.		–		R.C.	46	71	117	22	34	56	[b]39
14	9259	Waterford, .	Waterford Gaol, .		–	Gov. of Gaol.	E.C. R.C.	89	36	125	13	9	22	[b]21
			Total of Special Schools, 14, .					1,131	1,487	2,618	651	1,028	1,679	1,124
			Grand Total for Co. Waterford, 109,					7,503	7,277	14,780	5,007	5,199	10,206	6,006

LEINSTER—

COUNTY OF

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	647	Ballon, . .	Ballon, . m.		R.C.	–	R.C.	124	–	124	82	–	82	44
2	649	Barragh, . .	Kildavin, . m.	V.T.	R.C.	–	R.C.	91	–	91	54	–	54	27
3	650	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	80	80	–	56	56	24
4	651	Cloneygoose, .	Borris, . m.	V.T.	R.C.	–	R.C.	186	–	186	143	–	143	66
5	652	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	220	220	–	170	170	81
6	653	St. Mullins, .	Ballymurphy, m.	B.	R.C.	–	R.C.	113	–	113	81	–	81	38
7	654	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	89	89	–	66	66	37
8	657	Moyacomb, .	Clonegal, . m.	V.T.	R.C.	–	R.C.	83	–	83	73	–	73	31
9	658	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	90	90	–	59	59	22
10	660	Cloneygoose, .	Ballymartin, .		R.C.	–	R.C.	55	37	92	44	28	72	29
11	661	Clonmore, .	Clonmore, . .		R.C.	–	R.C.	61	89	150	43	66	109	53
12	662	Clody, or Cloydagh,	Ballinabranagh, m.	V.T.	R.C.	–	R.C.	85	–	85	64	–	64	40

[a] Residence free.

[b] Attendance taken from Inspector's report.

863.—Province of MUNSTER: County of WATERFORD—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
38	39	23	10	5	115	11·	1 3 6	—	1 0 0	24 0 0	2 19 9	—	2 19 9	
65	34	16	10	9	134	8·5	8 17 7	—	1 0 0	64 5 0	9 19 3	—	[a]9 19 3	
109	30	–	–	–	139	5·7	—	2 12 6	—	30 0 0	4 0 6	24 11 2	28 11 8	
9	7	5	6	–	27	9·7	0 7 0	1 10 0	—	18 0 0	2 10 9	—	2 10 9	
34	19	13	6	1	73	11·5	2 2 9	—	—	18 0 0	0 18 2	—	0 18 2	
11	9	5	5	–	30	9·8	0 10 3	—	—	14 0 0	2 4 0	—	2 4 0	
3,596	2,499	1,526	1,142	646	9,409		150 7 1	38 12 6	39 10 0	3,432 18 11	642 7 5	373 17 5	1,016 4 10	
–	20	32	17	18	87	11·2		22 15 9						
–	11	28	13	21	73	11·8		7 16 0						
41	18	12	–	–	71	5·6	19 17 11	1 2 0	—	700 11 11	63 9 3	—	63 9 3	
–	–	–	–	32	32	21·5		1 6 1						
16	18	12	11	13	70	11·	3 18 0	—	—	54 0 0	1 9 6	12 10 0	[a]13 19 6	
65	53	23	27	8	176	9·9	8 13 6	2 19 2	—	61 12 6	9 4 7	30 15 4	[a]39 19 11	
49	35	17	13	11	125	9·2	1 4 6	5 2 6	—	43 15 0	9 5 6	13 0 0	22 5 0	
144	84	74	49	31	382	11·2	—	—	1 0 0	70 16 8	4 15 3	7 10 0	12 5 3	
173	43	46	39	17	318	8·	14 11 8	—	9 10 0	67 16 8	4 12 10	24 0 0	28 12 10	
30	16	7	5	8	66	8·9	4 14 11	—	12 5 0	—	—	—	—	
150	48	16	14	–	228	9·	4 0 10	—	12 0 0	—	—	—	—	
–	–	–	–	–	–	–	5 1 10	—	—	—	—	—	—	
–	–	–	–	–	–	–	3 3 10	1 10 0	—	—	—	—	—	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
668	346	267	188	159	1,628		65 7 0	42 11 6	34 15 0	998 12 9	92 16 5	87 15 4	180 11 9	
,264	2,845	1,793	1,330	805	11,037		215 14 1	81 4 0	74 5 0	4,431 11 8	735 3 10	461 12 9	1,196 16 7	

410 Schools.

CARLOW—57 Schools.

32	36	13	13	7	101	10·6	1 0 9	—	—	27 0 0	3 16 11	—	3 16 11	
[c]	–	–	–	–	–	–	0 7 6	—	—	21 15 0	1 12 0	—	1 12 0	
22	16	9	10	6	63	11·2	0 8 6	1 10 0	—	14 0 0	2 6 9	—	2 6 9	
65	39	13	17	6	140	11·	2 4 2	—	—	38 10 0	1 0 0	—	1 0 0	
71	49	25	24	19	188	10·3	3 1 9	—	3 10 0	90 18 4	10 0 0	—	10 0 0	
39	33	12	7	5	96	9·6	1 8 0	—	1 10 0	43 13 4	4 3 8	1 0 0	5 3 8	
22	21	6	17	7	73	11·2	1 7 6	—	—	21 10 0	5 7 6	0 5 0	[a]5 12 6	
30	20	13	11	2	76	9·4	0 7 9	—	—	27 13 4	1 18 5	—	1 18 5	
34	22	7	6	3	62	9·4	0 7 4	—	—	28 0 0	3 10 0	—	3 10 0	
45	23	10	2	–	80	8·8	0 8 0	1 10 0	1 0 0	20 0 0	2 2 7	—	[a]2 2 7	
43	32	26	12	13	126	9·	1 10 3	1 17 6	2 0 0	80 3 4	5 5 6	—	5 5 6	
28	21	7	8	1	65	9·5	0 10 3	—	—	30 13 4	7 13 8	—	7 13 8	

[c] School closed for three months ended 31st December, 1863.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
13	665	Kilteunel, or Borris	Rahanna, . m.		R.C.	–	R.C.	117	–	117	68	–	68	31
14	666	Do. . .	Do. . . f.		R.C.	–	R.C.	–	94	94	–	71	71	34
15	670	Agha, . .	Leighlinbridge, m.	B.	R.C.	–	R.C.	182	–	182	165	–	165	130
16	671	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	190	190	–	166	166	95
17	672	Myshall, . .	Myshall, . m.		R.C.	–	R.C.	108	–	108	80	–	80	44
18	673	Rathvilly, .	Knocklishen, m.		R.C.	–	R.C.	107	–	107	85	–	85	40
19	674	Do. . .	Rathvilly, . m.	V.T.	R.C.	–	R.C.	134	–	134	105	–	105	55
20	675	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	111	111	–	74	74	31
21	677	St. Mullins, .	Glynn, . m.	B.	R.C.	–	R.C.	89	–	89	68	–	68	35
22	678	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	70	70	–	62	62	34
23	679	Do. . .	Newtown St. Mullins,	V.T.	R.C.	–	R.C.	106	70	176	73	45	118	56
24	683	Tullowmagimma,	Tinriland, . m.	B.	R.C.	–	R.C.	111	–	111	79	–	79	39
25	684	Do. . .	Do. . . f.	B.	R.C.	–	R.C.	–	103	103	–	71	71	32
26	1116	Lorum, . .	Ballinkellin, m.		R.C.	–	R.C.	91	–	91	58	–	58	30
27	1117	Do. . .	Do. . . f.		R.C.	–	R.C.	–	80	80	–	56	56	26
28	1169	St. Mullins, .	Drummond, .	V.T.	R.C.	–	R.C.	81	61	142	65	47	112	50
29	1215	Dunleckney, .	Newtowndunleck-ney, . . m.	V.T.	R.C.	–	R.C.	101	–	101	59	–	59	38
30	1290	Clody, or Cloydagh,	Ballinabranagh, f.	V.T.	R.C.	–	R.C.	–	86	86	–	69	69	37
31	1291	Hacketstown, .	Hacketstown, m.	V.T.	R.C.	–	R.C.	149	–	149	116	–	116	59
32	1292	Kiltegan, . .	Tyneclash, . m.	V.T.	R.C.	–	R.C.	112	–	112	77	–	77	30
33	1415	Gilbertstown, .	Rathhoe, . m.	V.T.	R.C.	–	R.C.	117	–	117	66	–	66	28
34	1416	Old Leighlin, .	Ridge, . .		R.C.	–	R.C.	47	27	74	29	23	52	34
35	1438	Dunleckney, .	Newtowndunleck-ney, . . f.	V.T.	R.C.	–	R.C.	–	82	82	–	50	50	28
36	1499	Hacketstown, .	Hacketstown, f.	V.T.	R.C.	–	R.C.	–	203	203	–	152	152	88
37	1500	Myshall, . .	Myshall, . f.	V.T.	R.C.	–	R.C.	–	91	91	–	67	67	35
38	1824	Gilbertstown, .	Rathhoe, . f.	V.T.	R.C.	–	R.C.	–	108	108	–	66	66	33
39	1958	Dunleckney, .	Bagnalstown, m.		R.C.	–	R.C.	126	–	126	84	–	84	46
40	2124	Old Leighlin, .	Old Leighlin, m.	V.T.	R.C.	–	R.C.	85	–	85	63	–	63	34
41	2125	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	108	108	–	69	69	34
42	3139	Rathvilly, .	Knocklishen, f.		R.C.	–	R.C.	–	99	99	–	85	85	37
43	3235	Old Leighlin, .	Bawnree, . .		R.C.	–	R.C.	33	20	53	27	17	44	31
44	4077	Grangeford, .	Grange, . m.		R.C.	–	R.C.	107	–	107	72	–	72	32
45	4154	St. Mullins, .	Inch, . . .		R.C.	–	R.C.	109	72	181	86	56	142	64
46	4262	Rathvilly, .	Rathmore, . .		R.C.	–	R.C.	37	59	96	29	35	64	20
47	5436	Tullow, . .	Ardattin, . .		R.C.	–	R.C.	87	59	146	58	42	100	43
48	5686	Kiltegan, . .	Tyneclash, . f.	V.T.	R.C.	–	R.C.	21	110	131	9	89	98	46
49	5804	Dunleckney, .	Garryhill, . f.		–	E.C.	R.C.	–	101	101	–	69	69	32
50	6552	Ballon, . .	Ballon, . f.		R.C.	–	R.C.	–	116	116	–	83	83	41
51	7068	Sliguff, . .	Killoughternane, .		R.C.	–	R.C.	61	35	96	38	22	60	24
52	8276	Grangeford, .	Grange, . f.		R.C.	–	R.C.	–	78	78	–	59	59	30
			Total of Ordinary Schools, 52, .					3,116	2,838	5,954	2,243	2,090	4,333	2,178
			ORDINARY, AGRICULTURAL, MONASTIC, AND CONVENT SCHOOLS.											
1	5803	Dunleckney, .	Garryhill Ord. Agr.		–	E.C.	R.C.	96	–	96	71	–	71	39
2	681	Tullow, . .	Tullow Monastic, m.		R.C.	–	R.C.	334	–	334	251	–	251	143
3	656	Carlow, . .	Carlow Convent, f.	B.	–	R.C.	R.C.	–	728	728	–	550	550	29[illegible]
4	682	Tullow, . .	Tullow do.		R.C.	–	R.C.	–	300	300	–	225	225	136
5	1926	Dunleckney, .	Bagnalstown do.		–	R.C.	R.C.	–	297	297	–	254	254	156
			Total of Special Schools, 5, .					430	1,325	1,755	322	1,029	1,351	76[illegible]
			Grand Total for Co. Carlow, 57,					3,546	4,163	7709	2,565	3,119	5,684	2,94[illegible]

[a] Residence free.

[b] Residence and garden free.

1863.—Province of Leinster: County of Carlow—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
38	23	14	6	–	81	11·6	0 18 4	1 10 0	—	18 0 0	2 11 9	—	2 11 9
39	17	9	6	1	72	12·3	1 2 5	1 10 0	—	20 3 4	1 3 4	—	1 3 4
53	46	24	28	24	175	10·8	2 10 0	—	—	99 0 0	8 19 9	—	8 19 9
83	37	24	19	11	174	10·1	1 9 10	—	1 0 0	99 3 4	8 8 3	—	8 8 3
15	29	13	26	10	93	11·	8 11 9	—	3 10 0	35 3 4	13 18 3	—	[a]13 18 3
41	28	2	8	16	95	10·2	2 0 3	—	—	49 15 0	3 7 6	—	3 7 6
45	31	21	15	9	121	9·5	1 0 0	—	1 0 0	43 0 0	5 16 5	—	5 16 5
32	26	14	5	2	79	12·	0 11 0	—	—	41 3 4	2 11 2	—	2 11 2
28	25	12	4	3	72	10·5	0 10 3	—	—	21 0 0	1 0 3	—	1 0 3
30	14	12	4	1	61	10·3	0 8 0	—	—	23 0 0	1 2 0	—	1 2 0
35	46	17	27	14	139	10·4	2 9 10	—	—	70 8 4	7 5 5	—	7 5 5
20	27	15	8	7	77	11·6	0 18 0	—	0 15 0	21 10 0	4 5 1	—	4 5 1
17	15	14	21	11	78	10·4	2 1 8	—	2 0 0	31 10 0	4 0 1	—	[a]4 0 1
13	15	12	12	3	55	10·1	0 15 0	—	2 0 0	43 15 0	2 1 0	11 0 0	[a]13 1 0
20	26	7	6	3	62	9·8	0 12 8	—	—	24 0 0	1 3 0	—	1 3 0
39	45	26	8	4	122	9·9	1 9 0	—	—	38 0 0	2 7 3	—	2 7 3
19	14	5	5	7	50	9·7	—	—	—	45 10 0	6 1 6	—	[a]6 1 6
18	19	17	10	5	69	10·4	0 10 1	—	—	36 0 0	5 3 10	—	5 3 10
39	48	18	10	7	122	9·5	2 2 6	—	0 15 0	34 18 4	2 0 7	—	2 0 7
29	35	11	21	3	99	9·6	1 9 3	—	—	17 0 0	1 6 0	—	1 6 0
33	25	15	12	1	86	11·	1 10 11	—	—	15 15 0	2 2 3	—	2 2 3
19	11	16	8	–	54	9·4	0 17 3	—	—	24 0 0	1 15 0	1 0 0	2 15 0
25	20	6	7	1	59	9·3	—	—	—	24 0 0	3 4 6	—	[a]3 4 6
[b]	–	–	–	–	–	–	2 8 4	—	4 0 0	63 10 0	9 16 0	—	9 16 0
13	21	20	17	10	81	10·8	0 12 0	—	—	17 15 0	4 3 6	—	4 3 6
21	27	8	6	7	69	9·6	0 16 10	—	—	19 0 0	6 2 3	—	6 2 3
39	20	13	13	8	93	10·	1 8 3	—	—	43 0 0	3 5 9	—	3 5 9
28	20	9	3	–	60	9·4	1 4 0	1 10 0	—	24 0 0	4 0 0	1 0 0	5 0 0
22	26	21	6	–	75	9·5	0 10 3	1 10 0	—	32 0 0	0 17 10	1 0 0	1 17 10
35	23	16	6	12	92	10·6	2 3 2	—	4 0 0	38 16 8	3 10 6	—	3 10 6
21	12	10	2	–	45	10·1	0 10 3	—	—	19 10 0	1 9 0	—	1 9 0
20	32	16	10	7	85	10·	1 17 0	1 10 0	—	28 0 0	3 17 6	—	3 17 6
70	51	22	18	7	168	10·2	0 15 10	1 10 0	—	38 0 0	5 15 0	—	5 15 0
26	25	8	8	–	67	12·2	0 8 6	—	—	15 0 0	0 18 6	—	0 18 6
34	21	32	20	7	114	10·2	1 4 2	1 17 6	—	28 5 0	6 1 0	—	6 1 0
37	35	8	7	11	98	9·	1 7 5	—	—	34 10 0	2 5 6	—	2 5 6
29	27	9	6	9	80	9·7	—	—	1 10 0	23 10 0	4 2 6	5 0 0	[a]9 2 6
36	25	21	14	4	100	10·6	1 6 0	—	—	39 10 0	8 0 7	—	8 0 7
12	21	4	6	7	50	9·8	0 3 9	1 10 0	—	23 15 0	—	—	—
10	21	22	10	3	66	10·1	1 1 3	1 10 0	1 10 0	30 0 0	5 1 6	—	5 1 6
1,604	1,341	704	555	304	4,508		64 16 9	18 15 0	30 0 0	1,837 13 4	209 18 1	20 5 0	230 3 1
39	15	14	4	10	82	11·4	5 15 5	—	4 10 0	47 6 8	3 5 0	30 12 7	[a]33 17 7
126	90	37	16	16	285	9·1	9 14 3	—	3 10 0	55 16 8	—	—	—
317	110	153	20	29	629	9·2	11 15 8	—	10 10 0	124 14 1	—	—	—
88	54	72	17	11	242	10·4	1 5 3	—	5 0 0	52 15 0	—	—	—
139	64	36	13	8	260	12·	5 14 6	—	4 0 0	69 5 0	—	—	—
709	333	312	70	74	1,498		34 5 1	—	27 10 0	349 17 5	3 5 0	30 12 7	33 17 7
2,313	1,674	1,016	625	378	6,006		99 1 10	18 15 0	57 10 0	2,187 10 9	213 3 1	50 17 7	264 0 8

[b] No return of number on rolls for last quarter of year.

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	685	Artane,	Artane, m.	V.T.	R.C.	–	R.C.	104	–	104	64	–	64	34
2	686	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	93	93	–	57	57	33
3	687	Baldoyle,	Baldoyle, m.	V.T.	R.C.	–	R.C.	133	–	133	99	–	99	48
4	688	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	97	97	–	77	77	50
5	693	Clondalkin,	Clondalkin, m.		–	R.C.	R.C.	226	–	226	142	–	142	95
6	694	Do.	Do. village,		E.C.	+	E.C.	26	20	46	18	16	34	26
7	697	Castleknock,	Blanchardstown, m.		R.C.	–	R.C.	140	–	140	97	–	97	48
8	698	Do.	Do. f.		R.C.	–	R.C.	–	112	112	–	75	75	41
9	700	Chapelizod,	Chapelizod, m.	V.T.	R.C.	–	R.C.	159	–	159	110	–	110	71
10	701	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	113	113	–	79	79	49
11	704	Dalkey,	Dalkey, m.		R.C.	–	R.C.	246	–	246	148	–	148	77
12	705	Do.	Do. f.		R.C.	–	R.C.	–	107	107	–	69	69	33
13	706	Finglas,	Finglas, m.		R.C.	–	R.C.	97	–	97	71	–	71	32
14	708	Garristown,	Garristown, m.		R.C.	–	R.C.	89	–	89	64	–	64	37
15	712	Kilsallahan,	Killossory,	V.T.	–	R.C.	R.C.	40	50	90	29	34	63	36
16	713	Kilternan,	Glancullen, m.		–	R.C.	R.C.	121	–	121	85	–	85	34
17	714	Lucan,	Lucan, m.		R.C.	–	R.C.	95	–	95	63	–	63	33
18	715	Do.	Do. f.		R.C.	–	R.C.	–	102	102	–	83	83	37
19	718	Lusk,	Lusk, m.		R.C.	–	R.C.	117	–	117	76	–	76	38
20	719	Do.	Do. f.		R.C.	–	R.C.	–	76	76	–	61	61	33
21	725	Newcastle,	Newcastle, m.		R.C.	–	R.C.	61	–	61	40	–	40	18
22	726	Do.	Do. f.		R.C.	–	R.C.	–	61	61	–	47	47	24
23	728	Palmerstown,	Palmerstown, f.		–	R.C.	R.C.	43	40	83	35	28	63	34
24	730	Tassagard,	Saggart, m.		R.C.	–	R.C.	137	–	137	84	–	84	40
25	737	St. Catherine's,	St. Catherine's, m.		R.C.	–	R.C.	755	–	755	395	–	395	212
			Do. evg.		–	–	–	86	–	86	36	–	36	17
26	738	Do.	Do. f.		R.C.	–	R.C.	–	846	846	–	451	451	233
27	739	Do.	Harold's-cross, m.	V.T.	R.C.	–	R.C.	301	–	301	169	–	169	116
28	742	St. James's,	St. James's, m.		R.C.	–	R.C.	336	–	336	193	–	193	82
			Do. evg.		–	–	–	91	–	91	45	–	45	21
29	743	Do.	Do. f.		R.C.	–	R.C.	–	233	233	–	137	137	79
30	744	St. John's,	SS. Michael and John's, m.		R.C.	–	R.C.	670	–	670	278	–	278	115
			Do. evg.		–	–	–	214	–	214	79	–	79	28
31	745	Do.	Do. f.		R.C.	–	R.C.	–	362	362	–	201	201	91
32	747	St. Margaret's,	St. Margaret's, m.		R.C.	–	R.C.	99	–	99	65	–	65	34
33	748	St. Mark's,	St. Andrew's, f.		R.C.	–	R.C.	–	385	385	–	202	202	84
34	754	St. Peter's,	St. Peter's, f.		R.C.	–	R.C.	–	482	482	–	259	259	115
35	755	Swords,	Swords, m.		R.C.	–	R.C.	172	–	172	136	–	136	82
36	757	Tallaght,	Tallaght, m.	V.T.	–	R.C.	R.C.	102	–	102	72	–	72	36
37	758	Do.	Do. f.	V.T.	–	R.C.	R.C.	35	94	129	26	59	85	34
38	1147	Holmpatrick,	Skerries, m.	V.T.	R.C.	–	R.C.	157	–	157	115	–	115	60
39	1148	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	182	182	–	137	137	70
40	1167	Taney,	Dundrum, m.		R.C.	–	R.C.	159	–	159	129	–	129	81
41	1168	Do.	Do. f.		R.C.	–	R.C.	–	144	144	–	106	106	66
42	1170	Naul,	Naul, m.	V.T.	R.C.	–	R.C.	68	–	68	54	–	54	27
43	1171	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	67	67	–	55	55	28
44	1204	Raheny,	Raheny, m.		R.C.	–	R.C.	82	–	82	54	–	54	29
45	1295	Clonmethan,	Ballyboughal, m.	V.T.	R.C.	–	R.C.	86	–	86	66	–	66	49
46	1296	Stillorgan,	Stillorgan, m.	A.	R.C.	–	R.C.	89	–	89	56	–	56	27
47	1470	Raheny,	Raheny, f.		R.C.	–	R.C.	–	92	92	–	52	52	29
48	1498	Clonmethan,	Ballyboughal, f.	V.T.	R.C.	–	R.C.	–	89	89	–	76	76	43
49	1550	St. Peter's,	Rathmines, m.		R.C.	–	R.C.	278	–	278	152	–	152	94
50	1551	Do.	Do. f.		R.C.	–	R.C.	–	211	211	–	121	121	71
51	1764	St. Paul's,	St. Paul's, m.		R.C.	–	R.C.	278	–	278	139	–	139	78
			Do. evg.		–	–	–	108	–	108	41	–	41	18
52	1783	Do.	Do. f.		R.C.	–	R.C.	–	289	289	–	135	135	80
53	1839	St. Audoen's,	St. Audoen's, m.		R.C.	–	R.C.	296	–	296	125	–	125	72
54	1861	Do.	Do. f.		R.C.	–	R.C.	–	250	250	–	143	143	63
55	1984	Monkstown,	Blackrock, m.		R.C.	–	R.C.	274	–	274	192	–	192	121
56	2005	St. Dolough's,	Kinsealy, m.	B.	R.C.	–	R.C.	76	–	76	54	–	54	32
57	2006	Do.	Do. f.	B.	R.C.	–	R.C.	–	79	79	–	56	56	28

a Residence free.

1st December, 1863.—Province of LEINSTER—*continued.*

DUBLIN—215 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
35	26	9	11	–	81	10·2	1 13 5	—	1 0 0	26 10 0	3 14 7	5 0 0	[a]8 14 7	
24	23	16	8	–	71	9·7	1 2 9	—	—	20 0 0	3 0 0	5 0 0	[a]8 0 0	
44	37	15	10	2	108	9·1	1 4 3	—	—	70 0 0	4 8 10	6 0 0	[a]10 8 10	
33	23	15	9	–	80	9·4	1 14 1	—	2 10 0	40 10 0	4 15 1	—	4 15 1	
56	43	37	20	–	156	9·3	2 17 0	2 12 6	—	47 15 0	—	—	—	
17	3	6	3	7	36	9·5	1 11 11	1 10 0	—	34 0 0	3 2 4	10 0 0	[a]13 2 4	
51	29	17	12	6	115	9·7	3 12 8	—	—	52 0 0	3 9 0	15 0 0	18 9 0	
26	26	19	3	5	79	9·2	2 19 4	—	2 10 0	58 0 0	1 15 3	8 4 9	[a]10 0 0	
60	28	11	17	–	116	10·	1 16 5	—	—	50 10 0	5 2 7	—	[a]5 2 7	
48	28	11	2	–	89	9·6	1 9 0	—	—	20 0 0	4 12 2	—	[a]4 12 2	
54	54	31	18	7	164	9·2	2 3 9	4 19 9	1 10 0	40 10 0	13 17 5	2 0 0	[a]15 17 5	
36	16	11	5	1	69	9·	0 14 1	1 10 0	—	16 0 0	2 16 3	—	2 16 3	
34	16	6	12	1	69	9·	—	—	—	15 0 0	0 13 10	7 6 2	[a]8 0 0	
17	19	23	6	15	80	10·1	1 12 5	—	—	24 0 0	5 6 1	—	5 6 1	
21	22	9	14	9	75	9·2	1 15 10	—	—	38 0 0	9 17 7	8 0 0	[a]17 17 7	
46	31	8	7	–	92	8·7	0 8 0	—	—	25 0 0	2 12 0	8 10 0	[a]11 2 0	
24	23	5	7	–	59	9·7	0 19 3	—	2 0 0	32 13 4	3 11 5	7 0 0	10 11 5	
36	19	17	8	3	83	8·3	1 6 7	—	—	16 0 0	2 3 0	3 0 0	5 3 0	
37	29	19	2	4	91	9·1	0 16 5	—	—	24 0 0	4 15 7	1 0 0	[a]5 15 7	
27	14	10	7	10	68	9·2	0 18 11	—	—	24 0 0	4 7 8	—	[a]4 7 8	
14	11	8	3	3	39	9·9	0 17 8	—	—	31 5 0	2 16 3	—	2 16 3	
17	10	13	8	1	49	9·5	1 0 10	—	1 0 0	20 0 0	3 4 10	—	3 4 10	
29	22	9	4	2	66	8·6	0 12 4	—	—	26 11 8	1 17 0	—	[a]1 17 0	
38	27	18	9	7	99	10·1	1 11 0	—	1 10 0	32 0 0	6 2 3	—	6 2 3	
210	129	59	27	24	449	9·3	9 17 1	—	5 0 0	79 5 0	15 0 2	31 0 0	46 0 2	
–	20	–	16	7	43	17·					6 12 7	—	6 12 7	
267	92	71	34	40	504	8·2	9 1 1	—	5 0 0	160 13 4	27 3 7	15 16 5	43 0 0	
82	68	19	19	5	193	9·4	7 4 5	—	2 0 0	61 3 4	14 15 10	12 0 0	26 15 10	
45	100	28	14	5	192	10·7	1 8 8	—	—	46 6 8	11 5 3	—	11 5 3	
3	17	7	6	2	35	14·3					3 17 8	—	3 17 8	
36	60	25	12	–	133	12·	—	—	—	55 13 4	8 4 4	—	8 4 4	
204	117	31	14	6	372	10·	5 0 8	—	4 10 0	64 13 4	7 15 11	35 14 1	43 10 0	
–	79	–	51	–	130	16·					—	16 0 0	16 0 0	
113	53	53	8	6	233	11·7	2 3 9	—	2 0 0	72 6 8	9 16 4	19 3 8	29 0 0	
32	22	6	13	10	83	8·8	1 9 1	—	—	15 0 0	5 4 4	6 0 0	[a]11 4 4	
80	58	42	24	11	215	10·	2 0 0	—	—	75 3 4	16 3 2	15 16 10	32 0 0	
87	128	73	35	19	342	11·	5 0 4	—	1 0 0	81 15 0	18 0 6	9 2 0	27 2 6	
38	30	31	20	19	138	10·1	2 7 4	2 5 0	5 0 0	72 0 0	6 3 4	10 0 0	16 3 4	
34	25	8	8	5	80	9·8	1 10 6	—	—	28 0 0	1 8 9	11 14 8	13 3 5	
66	14	6	8	5	99	7·8	1 7 5	—	—	26 0 0	0 15 10	7 4 2	8 0 0	
52	37	15	10	12	126	8·3	2 8 9	—	—	70 8 4	9 6 7	—	9 6 7	
67	38	35	12	5	157	7·8	1 14 7	—	—	57 6 8	8 9 8	—	8 9 8	
54	37	13	21	13	138	9·4	1 5 2	2 5 0	1 0 0	56 0 0	7 15 7	18 0 0	25 15 7	
52	44	7	6	3	112	8·4	2 3 8	1 17 6	1 10 0	52 0 0	5 17 1	12 0 0	17 17 1	
9	12	7	7	12	47	9·6	0 13 6	—	—	23 3 4	8 7 8	7 10 0	[a]15 17 8	
12	14	11	9	5	51	9·2	0 14 10	—	—	18 6 8	3 3 10	—	3 3 10	
23	21	20	3	–	67	9·4	1 5 5	1 10 0	—	22 5 0	4 9 0	5 0 0	9 9 0	
6	17	13	9	17	62	9·7	3 1 7	—	—	33 13 4	18 7 3	—	18 7 3	
11	26	14	10	–	61	10·4	1 8 6	1 10 0	—	28 0 0	0 10 6	12 0 0	12 10 6	
18	14	11	5	–	48	11·4	1 2 10	1 10 0	—	18 3 4	2 1 0	5 0 0	7 1 0	
22	23	8	18	5	76	9·8	2 7 0	—	—	32 16 8	19 4 6	—	19 4 6	
78	53	16	10	3	160	9·6	6 11 10	—	8 0 0	61 16 8	10 10 2	9 9 10	20 0 0	
76	31	29	9	6	151	11·3	2 7 6	—	—	54 0 0	1 13 1	10 6 11	12 0 0	
–	107	19	18	12	156	10·4	2 8 10	—	6 0 0	83 6 8	6 9 4	35 0 0	41 9 4	
–	32	–	24	–	56	15·5					1 13 4	—	1 13 4	
–	95	26	21	13	155	11·9	1 16 6	—	7 0 0	93 1 8	7 19 8	20 0 0	[a]27 19 8	
89	30	12	9	5	145	7·8	1 11 2	—	6 0 0	51 18 4	8 18 4	4 0 0	12 18 4	
129	41	10	10	6	196	7·6	1 11 4	—	6 0 0	37 1 8	7 8 11	—	7 8 11	
80	49	44	11	10	194	8·6	3 14 0	—	1 10 0	105 0 0	8 15 7	20 0 0	28 15 7	
10	14	15	8	7	54	9·3	0 7 7	—	1 10 0	41 10 0	6 12 3	6 0 0	[a]12 12 3	
36	13	4	9	–	62	7·6	0 11 0	—	—	20 0 0	2 5 3	—	2 5 3	

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
58	2350	St. Catherine's,	St. Clare's, . f.		R.C.	–	R.C.	–	248	248	–	183	183	7
59	2472	Stillorgan, .	Stillorgan, . i.	A.	R.C.	–	R.C.	52	62	114	37	36	73	4
60	2872	Tully, . .	Sandyford, . m.		R.C.	–	R.C.	182	–	182	133	–	133	7
61	2873	Do. . .	Do. . . f.		R.C.	–	R.C.	–	161	161	–	113	113	5
62	2881	Kilternan, .	Glencullen, . f.	V.T.	–	R.C.	R.C.	–	93	93	–	71	71	6
63	3007	St. Michan's, .	St. Michan's, m.		R.C.	–	R.C.	268	–	268	132	–	132	8
64	3058	Whitechurch, .	Edmondstown, m.	V.T.	R.C.	–	R.C.	118	–	118	70	–	70	6
65	3059	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	77	77	–	55	55	2
66	3061	Grangegorman,	St. Peter's, No. 1, m.	V.T.	R.C.	–	R.C.	366	–	366	161	–	161	10
67	3062	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	125	125	–	68	68	5
68	3106	Finglas, .	Finglas, . f.		R.C.	–	R.C.	–	89	89	–	52	52	3
69	3330	St. Margaret's, .	St. Margaret's, f.		R.C.	–	R.C.	–	70	70	–	47	47	2
70	3359	Rathfarnham, .	Rathfarnham, .		R.C.	–	R.C.	119	–	119	74	–	74	4
71	3603	St. Nicholas Without,	St. Nicholas Without, No. 1, . f.		R.C.	–	R.C.	–	320	320	–	182	182	12
72	3690	Clonturk, .	Ballybough, m.		R.C.	–	R.C.	215	–	215	132	–	132	5
73	3917	St. Mary's, Donnybrook,	Ringsend, . m.	V.C.	–	E.C.	R.C.	326	–	326	196	–	196	13
74	3918	Do. . .	Do. . . f.	V.C.	–	E.C.	Pres.	–	198	198	–	129	129	7
75	4201	Castleknock, .	Lower Road, .		R.C.	–	R.C.	62	44	106	47	32	79	4
76	4202	Rathmichael, .	St. Peter's, Little Bray, . m.		R.C.	–	R.C.	267	–	267	165	–	165	10
77	4522	Lusk, . .	Corduff, . .		–	E.C.	R.C.	63	49	112	42	38	80	4
78	4568	Kill-of-the-Grange	Cabinteely, . f.		R.C.	–	R.C.	–	124	124	–	78	78	4
79	4660	Donabate, .	Portrane, . m.		–	R.C.	R.C.	98	–	98	60	–	60	3
80	4661	Do. . .	Do. . . f.		–	R.C.	R.C.	–	92	92	–	72	72	4
81	4817	Crumlin, . .	Crumlin, . .		R.C.	–	R.C.	180	–	180	104	–	104	5
82	4930	Clontarf, . .	Clontarf, . m.	V.C.	R.C.	–	R.C.	115	–	115	69	–	69	4
83	4931	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	112	112	–	77	77	4
84	4970	Kill-of-the-Grange	Cabinteely, . m.		R.C.	–	R.C.	164	–	164	85	–	85	4
85	4992	Glasnevin, .	Glasnevin . m.	V.C.	– }	Com. of Nat. Ed.	R.C.	103	–	103	68	–	68	4
86	4993	Do. . .	Do. . . f.	V.C.	– }		R.C.	73	95	168	36	51	87	6
87	5008	St. Peter's, .	St. Peter's, . m.		R.C.	–	R.C.	323	–	323	178	–	178	9
88	5009	St. Mark's, .	Andrean, No. 1, .		R.C.	–	R.C.	483	–	483	262	–	262	14
89	5010	Do. . .	Do. No. 2, .		R.C.	–	R.C.	544	–	544	200	–	200	15
90	5260	Balrothery, .	St. Mary's, Balbriggan, . . f.		R.C.	–	R.C.	37	184	221	19	133	152	8
91	5456	Do. . .	St. Peter's, Balbriggan, . . m.		R.C.	–	R.C.	186	–	186	127	–	127	7
92	5471	St. Mary's, Donnybrook, .	Ringsend, . i.	V.C.	–	E.C.	E.C.	77	98	175	58	75	133	7
93	5473	Castleknock, .	Phœnix Park, .		E.C.	–	R.C.	52	64	116	36	46	82	4
94	5474	Coolock, . .	Clonshough, .		R.C.	–	R.C.	56	42	98	40	31	71	3
95	5509	Tassagard, .	Saggart, . f.		R.C.	–	R.C.	–	91	91	–	53	53	2
96	5599	Malahide, .	Malahide, . m.		R.C.	–	R.C.	99	–	99	78	–	78	4
97	5712	Do. . .	Do. . . f.		R.C.	–	R.C.	–	119	119	–	78	78	4
98	5729	St. Paul's, .	St. Paul's, . i.		R.C.	–	R.C.	131	107	238	76	59	135	9
99	5746	Rathmichael, .	Loughlinstown, m.		R.C.	–	R.C.	107	–	107	73	–	73	4
			Do. . . evg.		–	–	R.C.	36	–	36	28	–	28	1
100	5747	Do. . .	Do. . . f.		R.C.	–	R.C.	–	86	86	–	68	68	4
101	5962	St. Michan's, .	St. Michan's, f.		R.C.	–	R.C.	–	99	99	–	96	96	5
102	6118	Rush, . .	Lambay Island, .		R.C.	–	R.C.	17	11	28	13	9	22	1
103	6200	Booterstown, .	Booterstown, m.	V.C.	R.C.	–	R.C.	154	–	154	92	–	92	5
104	6234	Castleknock, .	St. Bridget's, i.		R.C.	–	R.C.	54	66	120	40	46	86	4
105	6255	St. Peter's, .	Haddington-road, m.		R.C.	–	R.C.	324	–	324	175	–	175	10
106	6268	Do. . .	St. Peter's jun. department, . m.		R.C.	–	R.C.	605	–	605	230	–	230	13
107	6269	Do. . .	Do. . . f.		R.C.	–	R.C.	325	602	927	146	305	451	18
108	6383	St. George's, .	St Peter's, Phibsborough, . i.	V.T.	R.C.	–	R.C.	167	123	290	102	76	178	10
109	6468	St. Thomas's, .	Saint Laurence O'Toole's, No. 1, f.		R.C.	–	R.C.	–	157	157	–	108	108	6
110	6469	Do. . .	Do. . . i.		R.C.	–	R.C.	212	172	384	112	96	208	11
111	6495	Do. . .	St. Francis Xavier's, f.		R.C.	–	R.C.	–	270	270	–	145	145	7

[a] Residence free.

[b] Included in 5009.

1863.—Province of Leinster: County of Dublin—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
80	43	16	12	5	156	9·4	3 18 3	—	5 0 0	58 6 8	8 1 7	—	8 1 7	
54	12	8	–	–	74	5·2	0 16 9	1 10 0	—	40 0 0	0 4 10	12 0 0	12 4 10	
79	39	14	7	3	142	8·7	2 4 8	—	7 0 0	37 10 0	11 7 8	10 10 0	[a]21 17 8	
71	26	10	5	–	112	7·9	1 17 6	—	—	20 0 0	3 15 11	2 14 1	[a]6 10 0	
55	12	4	1	–	72	9·4	0 10 2	—	—	14 0 0	3 0 0	4 10 0	[a]7 10 0	
–	78	50	24	11	163	11·5	1 15 10	—	4 0 0	76 5 0	9 8 4	20 11 8	30 0 0	
39	27	4	2	–	72	8·5	0 9 4	—	—	28 0 0	5 17 7	6 0 0	[a]11 17 7	
39	12	6	–	–	57	8·1	0 6 4	—	1 0 0	20 0 0	5 10 0	6 0 0	11 10 0	
61	127	20	–	–	208	9·6	3 10 7	—	2 10 0	92 13 4	16 18 8	19 1 4	36 0 0	
–	5	34	22	16	77	12·7	4 18 4	1 17 6	7 10 0	70 10 0	6 13 11	4 6 1	11 0 0	
26	8	9	7	–	50	8·7	0 8 10	—	—	26 0 0	0 9 6	6 0 0	6 9 6	
21	7	10	12	6	56	10·3	0 7 10	—	—	20 0 0	2 15 10	6 0 0	8 15 10	
24	25	9	15	4	77	9·5	1 0 3	—	—	33 13 4	13 15 8	12 0 0	[a]25 15 8	
55	53	47	30	19	204	10·5	1 17 5	—	—	68 16 8	15 14 5	—	15 14 5	
81	41	15	5	–	142	10·1	1 0 0	—	—	20 0 0	2 13 9	8 0 0	10 13 9	
83	78	32	26	10	229	8·8	9 18 8	—	12 0 0	110 6 8	6 13 5	44 3 3	[a]50 16 8	
66	46	26	10	6	154	9·	3 3 10	—	—	65 10 0	3 2 3	26 17 9	[a]30 0 0	
26	24	17	14	–	81	9·	1 2 4	—	—	18 0 0	5 3 4	10 0 0	[a]15 3 4	
59	47	31	18	32	187	9·2	1 17 1	2 13 0	4 0 0	62 3 4	16 8 8	6 5 0	22 13 8	
45	25	9	7	2	88	8·7	2 14 6	2 14 7	—	40 13 4	6 5 8	—	6 5 8	
44	32	8	8	4	96	8·	1 1 10	—	—	29 13 4	6 2 5	3 0 0	[a]9 2 5	
32	12	16	11	–	71	9·2	0 11 11	—	3 0 0	38 0 0	4 8 4	21 0 0	[a]25 8 4	
34	13	19	9	–	75	8·7	1 6 7	—	—	14 0 0	3 0 11	21 0 0	[a]24 0 11	
54	41	11	16	–	122	10·	1 14 3	—	—	18 0 0	6 6 2	28 0 0	[a]34 6 2	
25	15	13	2	–	55	10·	3 13 3	—	—	24 10 0	3 15 5	10 0 0	13 15 5	
39	17	12	8	5	81	9·	0 5 0	—	—	26 0 0	2 11 9	5 0 0	7 11 9	
48	17	15	6	5	91	8·9	1 8 8	0 19 0	—	31 15 0	11 7 11	5 0 0	[a]16 7 11	
14	20	26	9	2	71	11·6	—	0 17 0	} —	173 5 0	{ 7 14 1	—	7 14 1	
40	25	12	11	–	88	9·6	—	0 16 0	}		{ 8 19 6	—	8 19 6	
–	133	33	13	13	192	10·8	4 0 10	—	1 0 0	67 18 4	13 19 9	—	13 19 9	
141	85	28	17	–	271	9·6	5 11 3	—	9 0 0	204 13 4	—	3 5 0	3 5 0	
75	129	44	29	14	291	10·	2 18 9	—	16 0 0	[b]—	5 9 0	—	5 9 0	
60	36	34	17	11	158	9·4	2 12 11	2 12 6	1 10 0	74 8 4	9 4 8	—	9 4 8	
50	34	29	16	5	134	9·5	6 7 6	6 10 10	—	55 18 4	9 0 10	—	9 0 10	
122	26	6	–	–	154	5·9	—	—	—	45 3 4	3 12 8	28 7 4	[a]32 0 0	
32	22	17	2	5	78	8·4	1 15 4	1 17 6	1 10 0	72 6 8	3 1 9	35 0 0	[a]38 1 9	
31	17	14	12	–	74	8·7	2 2 3	1 10 0	1 10 0	27 0 0	3 7 1	8 0 0	11 7 1	
19	18	17	5	4	63	9·3	0 15 11	1 10 0	—	16 0 0	2 7 3	—	2 7 3	
30	28	10	12	4	84	8·8	2 0 9	—	3 0 0	39 0 0	5 12 2	5 0 0	10 12 2	
39	15	21	5	4	84	10·1	1 7 6	—	6 10 0	52 13 4	6 12 10	12 0 0	18 12 10	
119	19	–	–	–	138	5·6	0 5 0	—	—	53 6 8	3 18 11	8 0 0	11 18 11	
36	19	8	10	7	80	9·	} 1 5 11	—	5 0 0	49 10 0	{ 8 0 0	13 0 0	21 0 0	
–	8	12	9	–	29	18·	}				{ 2 6 0	—	2 6 0	
30	19	3	7	1	60	9·	1 3 10	—	—	28 0 0	6 0 0	—	[a]6 0 0	
29	34	21	17	9	110	10·	3 10 1	—	—	61 3 4	7 10 10	10 9 2	18 0 0	
6	8	2	5	7	28	8·4	0 5 5	—	—	18 0 0	2 6 8	10 0 0	12 6 8	
42	31	19	7	2	101	8·	1 15 7	—	1 10 0	52 0 0	5 18 7	12 0 0	17 18 7	
59	15	7	5	6	92	7·2	0 14 0	1 17 6	6 0 0	50 0 0	1 13 11	11 6 1	13 0 0	
96	76	26	7	2	207	9·2	6 17 4	2 12 6	6 0 0	45 5 0	10 11 0	9 9 0	20 0 0	
300	16	24	–	–	340	6·9	—	2 12 6	—	43 13 4	13 12 5	—	13 12 5	
600	30	7	–	–	637	5·9	1 10 0	4 2 6	2 10 0	70 13 4	10 0 0	—	10 0 0	
155	21	–	–	–	176	6·4	0 13 0	3 7 6	1 0 0	76 11 8	10 0 0	1 0 0	11 0 0	
30	39	19	12	14	114	10·7	3 4 3	—	1 10 0	57 13 4	[c]—	6 0 0	6 0 0	
221	19	–	–	–	240	4·2	1 6 9	—	—	65 6 8	[c]—	—	—	
40	56	31	14	9	150	12·	2 16 7	—	6 10 0	85 16 8	7 17 4	—	7 17 4	

[c] School fees received by Manager, and applied to school uses.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
112	6496	St. Thomas's,	St. Francis Zavier's, i.		R.C.	–	R.C.	145	119	264	94	82	176	97
113	6512	St. George's,	Josephian, f.		R.C.	–	R.C.	–	247	247	–	157	157	104
114	6513	St. Michan's,	St. Michan's, i.		R.C.	–	R.C.	124	150	274	67	95	162	93
115	6596	St. Thomas's,	Saint Laurence O'Toole's, No. 2, f.		R.C.	–	R.C.	–	171	171	–	94	94	46
116	6664	St. Mary's,	Denmark-street, m.		R.C.	–	R.C.	301	–	301	152	–	152	94
117	6800	St. Catherine's,	Park-st. West, m.		R.C.	–	R.C.	354	–	354	190	–	190	130
118	6888	St. Nicholas Without	St. Nicholas (Without) i.		R.C.	–	R.C.	394	292	686	198	139	337	208
119	7030	Monkstown,	Glasthule, m.		R.C.	–	R.C.	127	–	127	71	–	71	34
120	7032	St. Anne's,	Leeson-lane,		–	R.C.	R.C.	166	442	608	82	182	264	150
121	7097	Castleknock,	Clonsilla, m.		R.C.	–	R.C.	147	–	147	80	–	80	43
122	7098	Do.	Do. f.		R.C.	–	R.C.	–	140	140	–	97	97	49
123	7246	Old Connaught,	Little Bray, f.		R.C.	–	R.C.	–	287	287	–	174	174	80
124	7275	Holmpatrick,	Grange,		R.C.	–	R.C.	25	56	81	13	42	55	19
125	7339	Swords,	Swords, f.		R.C.	–	R.C.	–	179	179	–	153	153	101
126	7470	Clonmethan,	Oldtown,		R.C.	–	R.C.	30	37	67	22	29	51	29
127	7492	St. Michan's,	North Anne-st. i.		R.C.	–	R.C.	187	186	373	103	96	199	128
128	7516	St. Peter's,	Ranelagh, f.		–	R.C.	R.C.	–	176	176	–	104	104	50
129	7547	Howth,	Howth, m.		R.C.	–	R.C.	135	–	135	107	–	107	59
130	7548	Do.	Do. f.		R.C.	–	R.C.	–	129	129	–	88	88	47
131	7616	Tallaght,	Glan-na-Smol, f.		–	R.C.	R.C.	–	94	94	–	62	62	36
132	7624	Rush, or Lusk,	Rush, m.		R.C.	–	R.C.	144	–	144	112	–	112	70
133	7625	Do.	Do. f.		R.C.	–	R.C.	–	199	199	–	137	137	77
134	7700	Santry,	Ballymun,		R.C.	–	R.C.	69	43	112	44	29	73	41
135	7716	Grangegorman,	St. Peter's, (2), Phibsborough, m.	v.t.	R.C.	–	R.C.	149	–	149	73	–	73	51
136	7717	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	156	156	–	85	85	56
137	7718	St. Michan's,	St. Michan's, m.		R.C.	–	R.C.	333	–	333	130	–	130	65
138	7738	Rathcoole,	Rathcoole,		–	R.C.	R.C.	44	68	112	33	48	81	34
139	7767	St. Peter's,	Rathmines, i.		R.C.	–	R.C.	148	88	236	80	47	127	66
140	7912	St. James's,	Dolphin's Barn,		R.C.	–	R.C.	56	93	149	37	55	92	60
141	7913	Garristown,	Garristown, f.		R.C.	–	R.C.	–	72	72	–	48	48	31
142	7917	St. Paul's,	St. Paul's, No. 2, m.		R.C.	–	R.C.	261	–	261	121	–	121	74
143	7918	Do.	Do. f.		R.C.	–	R.C.	–	195	195	–	91	91	46
144	7968	St. Nicholas Without	St. Nicholas Without, 2, f.		R.C.	–	R.C.	–	292	292	–	167	167	119
145	8029	St. Luke,	Park-st., West, f.		R.C.	–	R.C.	57	237	294	40	155	195	121
146	8082	Milltown,	Milltown, m.		R.C.	–	R.C.	130	–	130	87	–	87	42
147	8083	Do.	Do. f.		R.C.	–	R.C.	–	95	95	–	68	68	41
148	8162	St. Mark's,	St. Andrew's (2), f.		R.C.	–	R.C.	–	200	200	–	131	131	65
149	8163	Do.	Do. i.		R.C.	–	R.C.	410	377	787	215	190	405	200
150	8171	St. John's,	SS. Michael and John's, i.		R.C.	–	R.C.	249	259	508	153	188	341	158
151	8180	Monkstown,	Kingstown, m.		R.C.	–	R.C.	188	–	188	110	–	110	59
152	8216	Cloghran,	Cloghran, m.		R.C.	–	R.C.	79	–	79	60	–	60	36
153	8217	Do.	Do. f.		R.C.	–	R.C.	–	68	68	–	45	45	27
154	8243	St. James's,	St. James's, i.		R.C.	–	R.C.	124	185	309	66	92	158	86
155	8269	Rathfarnham,	Rathfarnham Par.		E.C.	–	E.C.	51	25	76	26	13	39	32
156	8277	Lusk,	Hedgestown,		R.C.	–	R.C.	31	27	58	25	21	46	32
157	8293	Rathmichoe,	Ballycorus, m.	v.c.	–	R.C.	R.C.	88	–	88	59	–	59	33
158	8294	Do.	Do. f.	v.c.	–	R.C.	R.C.	–	87	87	–	63	63	35
159	8434	Rush, East Lusk,	Loughshinny,		R.C.	–	R.C.	42	35	77	32	30	62	31
160	8462	St. Margaret's,	Coolquay Common,		R.C.	–	R.C.	48	36	84	39	26	65	33
161	8479	Killiney,	Killiney,		R.C.	–	R.C.	68	55	123	37	35	72	40
162	8505	St. Mary's,	King's Inns-st., m.		Pres.	–	Pres.	135	–	135	61	–	61	27
163	8506	Do.	Do. f.		Pres.	–	Pres.	–	86	86	–	49	49	29
164	8521	St. Mary's, Irishtown,	Irishtown, m.		E.C.	–	E.C.	133	–	133	74	–	74	48
165	8522	Do.	Do. f.		E.C.	–	E.C.	–	125	125	–	76	76	50
166	8578	Balrothery,	Balrothery,		R.C.	–	R.C.	65	97	162	46	62	108	54
167	8927	Tallaght,	Glannasmol, m.		–	R.C.	R.C.	59	–	59	31	–	31	18
168	9012	St. Paul's,	Nth. Brunswick-st. m.		R.C.	–	R.C.	596	–	596	295	–	295	191

[a] Residence free.

1863.—Province of Leinster: County of Dublin—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
153	31	22	–	–	206	6·7	0 5 2	—	2 0 0	49 5 0	10 6 3	—	10 6 3	
78	52	24	15	19	188	9·3	1 12 1	—	2 10 0	80 3 4	7 0 4	—	7 0 4	
140	26	14	–	–	180	5·7	—	—	—	57 0 0	6 14 8	7 5 4	14 0 0	
51	33	17	5	–	106	9·0	1 17 2	—	—	42 0 0	4 12 6	1 7 6	6 0 0	
80	77	20	16	–	193	9·5	2 7 8	—	1 0 0	49 16 8	10 11 8	—	10 11 8	
134	66	13	–	–	213	9·6	1 16 3	—	—	57 3 4	—	24 0 0	24 0 0	
424	16	5	3	–	448	5·4	1 18 10	4 10 0	3 10 0	63 10 0	15 14 5	—	15 14 5	
50	16	2	4	4	76	9·1	2 6 7	1 10 0	—	28 0 0	2 1 4	1 0 0	[a]3 1 4	
41	93	37	7	4	182	9·	6 16 6	4 14 0	2 10 0	54 13 4	5 0 0	—	5 0 0	
39	20	16	11	5	91	9·7	3 14 1	1 17 6	—	55 10 0	2 3 0	17 17 0	[a]20 0 0	
34	39	23	16	11	123	9·	1 15 7	1 17 6	—	65 0 0	2 4 1	7 15 11	[a]10 0 0	
70	45	26	15	5	161	8·	2 19 6	—	1 10 0	44 18 4	10 7 0	—	10 7 0	
34	18	11	1	2	66	8·9	1 2 1	—	—	13 13 4	1 7 4	—	1 7 4	
57	33	32	25	16	163	9·5	3 12 6	2 5 0	9 0 0	97 0 0	6 7 10	17 0 0	[a]23 7 10	
22	12	13	7	3	57	10·1	1 10 8	—	—	15 0 0	3 8 6	—	3 8 6	
215	17	7	–	–	239	4·1	—	—	—	60 3 4	2 14 11	9 5 1	12 0 0	
67	43	15	6	–	131	9·2	1 1 10	—	2 10 0	26 10 0	6 11 7	5 0 0	[a]11 11 7	
64	17	15	13	8	117	7·5	1 5 1	—	1 0 0	55 18 4	7 17 10	8 0 0	15 17 10	
32	30	12	20	4	98	9·1	1 14 5	—	—	44 11 8	6 18 1	—	6 18 1	
25	13	18	7	8	71	9·3	1 1 3	1 10 0	1 10 0	30 0 0	8 0 0	5 0 0	[a]13 0 0	
39	44	25	7	7	122	7·9	2 15 9	—	—	45 13 4	13 11 10	—	13 11 10	
68	33	39	12	12	164	8·8	2 7 11	—	—	43 13 4	17 18 4	—	17 18 4	
27	20	16	20	–	83	9·3	1 8 2	—	—	37 10 0	5 0 0	5 0 0	[a]10 0 0	
–	–	51	31	13	95	11·5	4 19 10	1 17 6	—	66 1 8	8 18 1	11 1 11	20 0 0	
35	40	2	–	–	77	7·7	1 6 3	2 5 0	1 0 0	45 3 4	5 2 11	2 17 1	8 0 0	
127	30	–	–	–	157	8·5	1 11 2	2 5 0	—	38 15 0	4 17 4	19 2 8	24 0 0	
31	18	22	17	8	96	8·9	0 19 9	1 10 0	—	22 0 0	3 8 7	—	3 8 7	
146	7	–	–	–	153	6·2	—	1 17 6	—	40 0 0	—	—	—	
69	15	6	8	–	98	7·	0 11 5	—	3 0 0	30 8 4	6 12 8	—	6 12 8	
19	9	12	8	5	53	9·8	0 15 3	—	—	26 0 0	4 9 8	1 10 0	5 19 8	
151	19	–	–	–	170	7·4	0 8 0	—	1 10 0	38 16 8	2 17 9	15 2 3	18 0 0	
123	–	–	–	–	123	6·6	0 9 5	—	—	31 0 0	3 15 2	4 4 10	8 0 0	
57	55	40	31	15	198	10·	2 15 4	—	4 0 0	69 16 8	15 14 5	—	15 14 5	
129	27	8	7	–	171	7·5	0 13 7	—	—	66 1 8	—	23 0 0	23 0 0	
50	28	20	17	–	115	10·	1 8 2	—	—	23 0 0	3 17 0	6 0 0	9 17 0	
31	26	13	5	–	75	8·9	0 15 0	—	1 0 0	46 0 0	3 15 8	—	3 15 8	
72	38	20	13	–	143	10·2	—	1 17 6	—	35 16 8	—	14 0 0	14 0 0	
424	55	–	–	–	479	5·3	—	—	—	55 1 8	14 14 6	—	14 14 6	
419	39	–	–	–	458	5·5	1 9 6	—	1 0 0	56 0 0	14 7 5	—	14 7 5	
45	29	11	19	14	118	8·8	1 15 8	—	1 10 0	36 15 0	9 18 6	—	[a]9 18 6	
28	15	9	10	–	62	9·5	0 9 3	—	—	24 0 0	2 15 0	2 0 0	[a]4 15 0	
19	22	6	2	1	50	10·6	0 5 0	—	—	20 0 0	1 4 0	—	1 4 0	
192	11	–	–	–	203	5·2	0 7 6	—	—	36 6 8	11 5 5	4 0 0	15 5 5	
27	11	9	9	2	58	8·7	3 15 4	1 10 0	—	31 10 0	—	40 0 0	[a]40 0 0	
18	11	6	10	8	53	9·	1 1 6	1 10 0	3 0 0	26 0 0	6 18 4	—	[a]6 18 4	
28	22	10	8	–	68	8·6	1 6 10	—	—	38 0 0	5 10 10	8 13 8	14 4 6	
30	18	10	8	1	67	9·5	2 14 11	—	—	41 0 0	9 4 10	9 18 9	19 3 7	
38	14	12	4	1	69	8·4	0 7 1	1 10 0	—	16 0 0	4 10 2	—	4 10 2	
30	19	13	9	–	71	9·2	0 10 6	1 10 0	—	9 11 8	3 7 3	—	3 7 3	
36	25	13	1	1	76	7·8	1 6 6	1 10 0	1 0 0	16 0 0	2 19 5	2 0 0	4 19 5	
33	16	11	8	2	70	9·	1 8 3	—	—	24 2 9	3 5 9	10 0 0	13 5 9	
36	14	9	3	2	64	7·2	1 16 7	—	—	21 0 0	4 0 11	10 0 0	14 0 11	
35	29	13	8	–	85	7·3	3 1 9	—	2 13 4	52 10 0	12 13 3	20 0 0	[a]32 13 3	
32	18	17	13	–	80	10·2	2 19 1	—	2 0 0	33 11 8	12 4 6	20 0 0	32 4 6	
50	17	23	12	–	102	8·3	0 16 8	—	—	34 0 0	7 0 0	—	7 0 0	
10	12	8	5	–	35	10·7	0 16 4	—	—	24 0 0	3 15 0	—	3 15 0	
226	83	15	8	–	332	9·	9 3 6	5 1 1	—	79 18 4	20 0 0	10 0 0	[a]30 0 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
169	9111	Balscadden, .	Ring, . . .		R.C.	–	R.C.	69	74	143	58	58	116	49
170	9120	St. Bride's, .	St. Bride's, . m.		E.C.	–	E.C.	70	–	70	53	–	53	29
171	9121	Do. . .	Do. . . f.		E.C.	–	E.C.	–	66	66	–	50	50	28
172	9122	Do. . .	Do. . . i.		E.C.	–	E.C.	48	77	125	37	62	99	53
173	9158	St. Paul's, .	Blackhall-pl., m.		Diss.	–	Diss.	29	–	29	27	–	27	21
174	9159	Do. . .	Do. . . f.		Diss.	–	Diss.	–	30	30	–	28	28	22
175	9203	St. Anne's, .	Leeson-lane, i.		–	R.C.	R.C.	113	106	219	91	86	177	73
176	9212	St. Mark's, .	Townsend-street, f.		R.C.	–	R.C.	–	198	198	–	154	154	104
177	9213	Do. . .	Do. . . i.		R.C.	–	R.C.	114	144	258	101	112	213	123
		Total of Ordinary Schools, 177, .						19,741	15526	35,267	11,224	9,619	20,843	11558
		MODEL, AGRICULTURAL, CONVENT, POOR LAW UNION, PRISON, AND LUNATIC ASYLUM SCHOOLS.												
1	752	St. Thomas's, .	Central Mod. m. No. 1,	v.c.	–	Commissioners of National Education.	R.C.	770	–	770	449	–	449	347
2	8653	Do. . .	Do. . No. 2,	v.c.	–		Pres.	172	–	172	111	–	111	88
3	8654	Do. . .	Do. . No. 3,	v.c.	–		E.C.	113	–	113	52	–	52	41
4	8655	Do. . .	Do. . No. 4,	v.c.	–		R.C.	119	–	119	69	–	69	53
5	8656	Do. . .	Do. . No. 5,	v.c.	–		R.C.	244	–	244	133	–	133	102
6	753	Do. . .	Do. . f. No. 1,	v.c.	–		R.C.	–	659	659	–	390	390	282
7	8657	Do. . .	Do. . No. 2,	v.c.	–		R.C.	–	217	217	–	119	119	86
8	8658	Do. . .	Do. . No. 3,	v.c.	–		E.C.	–	117	117	–	60	60	44
9	8659	Do. . .	Do. . No. 4,	v.c.	–		R.C.	–	152	152	–	82	82	62
10	1795	Do. . .	Do. . . i.	v.c.	–		E.C.	346	305	651	206	179	385	283
11	5640	St. Catherine's,	West Dublin Mod. m.	v.c.	–		R.C.	465	–	465	278	–	278	205
12	5641	Do. . .	Do. . . f.	v.c.	–		R.C.	–	293	293	–	154	154	114
13	5642	Do. . .	Do. . . i.	v.c.	–		E.C.	143	153	296	69	75	144	108
14	6978	St. James's, .	Inchicore Railway Model, . m.	v.c.	–		Pres.	123	–	123	81	–	81	62
			Do. . . evg.		–		–	32	–	32	16	–	16	11
15	6979	Do. . .	Do. . . f.	v.c.	–		R.C.	–	98	98	–	61	61	47
16	6980	Do. . .	Do. . . i.	v.c.	–		R.C.	43	38	81	26	27	53	40
17	721	Monkstown, .	Blackrock Convent, f.		R.C.	–	R.C.	–	268	268	–	178	178	111
18	729	Rathfarnham, .	Loretto do.		–	R.C.	R.C.	43	237	280	39	189	228	146
19	1149	St. Mary's, .	King's Inns-st. do.	v.t.	R.C.	–	R.C.	383	1190	1,573	375	808	1,183	792
20	1985	Booterstown, .	Booterstown do.		R.C.	–	R.C.	–	231	231	–	149	149	106
21	2018	St. Anne's, .	Baggot-st. do.		–	R.C.	R.C.	469	1172	1,641	335	943	1,278	850
22	3107	Clonturk, .	Richmond do.		R.C.	–	R.C.	–	354	354	–	319	319	169
23	5600	Monkstown, .	Kingstown do.		–	R.C.	R.C.	–	882	882	–	805	805	497
24	5933	St. Michan's, .	George's Hill do.		R.C.	–	R.C.	–	1128	1,128	–	825	825	529
25	6372	Whitechurch, .	Firr House do.		–	R.C.	R.C.	–	119	119	–	76	76	40
26	6742	St. Luke's, .	Warrenmount do.		R.C.	–	R.C.	–	900	900	–	499	499	256
27	7029	St. Peter's, .	Tranquilla do.		–	R.C.	R.C.	50	223	273	41	152	193	73
28	7182	Dalkey, .	Dalkey, No. 2, do.		–	R.C.	R.C.	56	160	216	35	112	147	93
29	7546	St. James's, .	Golden Bridge do.		–	R.C.	R.C.	–	569	569	–	341	341	247
30	7608	Monkstown, .	Glasthule do.		R.C.	–	R.C.	32	277	309	22	171	193	149
31	7883	Clondalkin, .	Clondalkin do.		R.C.	–	R.C.	121	292	413	58	219	277	130
32	3144	Lusk, . .	Balrothery Workho.		–	Poor Law Guards.	R.C.	37	45	82	20	24	44	27
33	3265	Rathmichael, .	Rathdown do.		–		R.C.	75	104	179	45	57	102	83
34	7187	St. Paul's, .	North Dublin do.		–		R.C.	194	222	416	109	120	229	184
35	7483	St. Catherine's,	Richmond Bridewell		–	Gov. of Cecil.	R.C.	84	–	84	26	–	26	13
36	7484	Grangegorman, .	Do. Penitentiary, . f.		–		R.C.	–	157	157	–	27	27	13
37	8865	Do. . .	Richmond Lunatic Asylum, . m.		–	Gov. of Asylum.	R.C.	118	–	118	73	–	73	58
38	8866	Do. . .	Do. . . f.		–		R.C.	–	145	145	–	99	99	89
		Total of Special Schools, 38, .						4,232	10707	14,939	2,668	7,260	9,928	6,630
		Gross Total for Co. Dublin, 215, .						23,973	26,233	50,206	13,892	16,879	30,771	18,188

[a] Residence free.

1863.—Province of Leinster: County of Dublin—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
82	36	18	8	–	144	9·7	2 0 0	5 0 0	—	13 0 0	3 17 9	—	3 17 9	
11	16	15	7	–	49	11·	—	4 0 0	—	7 10 0	—	45 0 0	[a]45 0 0	
14	14	15	10	–	53	10·7	1 6 4	4 0 0	—	7 0 0	—	20 0 0	20 0 0	
96	15	–	–	–	111	5·7	0 11 0	5 0 0	—	14 13 4	—	10 0 0	[a]10 0 0	
5	10	6	6	–	27	10·	1 0 0	4 0 0	—	6 5 0	12 0 0	5 10 0	17 10 0	
12	12	3	3	–	30	8·	—	4 0 0	—	4 13 4	5 0 0	2 10 0	7 10 0	
197	17	5	–	–	219	5·	—	5 0 0	—	8 5 0	—	—	—	
127	46	14	7	4	198	10·3	—	5 0 0	—	3 6 8	3 4 8	1 8 8	4 13 4	
258	–	–	–	–	258	4·5	—	6 0 0	—	2 6 8	2 3 5	2 9 11	4 13 4	
12,143	5,971	2,953	1,796	813	23,676		334 5 11	145 17 9	239 13 4	7,709 17 9	1,147 0 0	1,339 15 10	2,486 15 10	
–	163	114	140	144	561	12·1								
20	45	30	27	17	139	11·								
18	20	13	9	7	67	10·4	119 4 2	38 5 9	—					
17	39	12	9	10	87	9·9								
20	61	47	22	17	167	10·3								
–	167	116	107	107	497	12·9				2,687 1 4	603 16 9	—	603 16 9	
23	48	30	21	26	148	11·2								
16	24	18	17	8	83	10·	20 19 7	23 3 0	—					
26	41	20	14	11	112	10·5								
272	97	57	26	–	452	6·	2 6 6	2 13 0	—					
17	129	47	63	64	320	11·								
8	50	47	40	36	181	11·8	36 19 10	19 6 2	—	958 11 6	137 3 4	—	137 3 4	
97	46	36	–	–	179	5·5								
21	18	40	3	12	94	10·6								
–	–	–	19	–	19	16·								
7	24	13	22	9	75	11·3	8 12 6	2 9 8	—	369 17 1	17 18 6	—	17 18 6	
49	19	–	–	–	68	5·								
90	54	29	18	16	207	8·6	9 0 9	—	5 5 0	40 0 0	14 4 0	—	14 4 0	
175	34	31	21	19	280	8·2	3 14 8	—	—	48 7 6	5 8 1	—	5 8 1	
703	203	–	152	144	1,202	9·	30 13 6	6 0 0	56 11 8	382 9 2	74 2 11	—	74 2 11	
90	32	18	13	20	173	8·3	6 6 3	—	—	26 16 8	6 9 1	—	6 9 1	
675	250	177	85	150	1,337	8·	44 18 5	—	24 0 0	345 0 5	113 3 7	—	113 3 7	
191	45	84	21	13	354	9·5	8 2 2	—	10 10 0	76 3 4	—	—	—	
408	187	144	62	41	842	10·	27 12 7	—	12 10 0	146 17 6	30 3 8	—	30 3 8	
239	212	176	59	75	761	9·5	38 0 4	22 1 6	10 0 0	215 2 1	—	—	—	
40	21	13	10	–	84	8·3	1 2 3	3 15 0	—	14 15 0	2 13 7	—	2 13 7	
327	140	91	36	56	650	8·4	12 19 7	—	12 0 0	88 0 0	33 16 6	—	33 16 6	
100	46	9	3	–	158	9·5	0 15 6	3 0 0	2 10 0	29 11 8	6 0 5	—	6 0 5	
109	35	16	7	6	173	8·7	1 12 10	—	4 0 0	39 0 0	4 18 10	—	4 18 10	
196	64	38	22	37	357	8·3	13 15 10	—	6 10 0	83 10 0	33 12 7	—	33 12 7	
71	40	26	12	19	168	8·2	6 11 2	3 0 0	1 10 0	54 16 8	25 19 0	—	25 19 0	
177	52	51	18	16	314	8·4	3 12 9	—	18 0 0	44 2 2	0 5 11	—	0 5 11	
8	4	13	4	–	29	10·	2 4 7	—	—	—	—	—	—	
61	25	15	15	2	118	8·9	9 17 1	—	12 10 0	—	—	—	—	
69	67	86	40	14	276	11·4	9 15 10	—	14 0 0	—	—	—	—	
4	3	–	16	–	23	17·	2 19 1	—	—	—	—	—	—	
35	4	8	21	–	68	21·	—	—	—	—	—	—	—	
10	19	–	21	34	84	25·7	3 9 5	—	—	—	—	—	—	
12	34	–	18	41	105	27·8	1 18 11	—	—	—	—	—	—	
4,401	2,562	1,665	1,213	1,171	11,012		427 6 1	123 14 1	184 16 8	5,650 2 1	1,109 16 9	—	1,109 16 9	
16,544	8,533	4,618	3,009	1,984	34,688		761 12 0	269 11 10	424 10 0	13,359 19 10	2,256 16 9	1,339 15 10	3,596 12 7	

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	761	Kilmeage,	Allen,		R.C.	–	R.C.	38	40	[b]78	23	30	[b]53	[b]26
2	764	Ballendrina,	Broadford, m.		R.C.	–	R.C.	71	–	71	52	–	52	27
3	765	Do.	Do. f.		R.C.	–	R.C.	–	77	77	–	53	53	30
4	766	Carragh,	Carragh, m.		R.C.	–	R.C.	47	–	47	38	–	38	16
5	767	Do.	Do. f.		R.C.	–	R.C.	–	90	90	–	51	51	23
6	768	Carn,	Suncroft,		R.C.	–	R.C.	69	48	117	47	29	76	40
7	770	Kildare,	Kildare, m.		R.C.	–	R.C.	204	–	204	122	–	122	64
8	773	Kilcullen,	Halverstown,		–	R.C.	R.C.	44	59	103	30	41	71	38
9	775	Kilcock,	Kilcock, m.		R.C.	–	R.C.	125	–	125	78	–	78	36
10	776	Do.	Do. f.		R.C.	–	R.C.	–	116	116	–	70	70	37
11	781	Monasterevan,	Monasterevan, m.		R.C.	–	R.C.	201	–	201	153	–	153	78
12	782	Do.	Do. f.		R.C.	–	R.C.	–	237	237	–	159	159	87
13	783	Nurney,	Clogherinkoe, m.		R.C.	–	R.C.	61	–	61	45	–	45	25
14	784	Rathangan,	Rathangan, m.		R.C.	–	R.C.	132	–	132	91	–	91	49
15	785	Do.	Do. f.		R.C.	–	R.C.	–	144	144	–	87	87	46
16	786	Staplestown,	Staplestown, m.	v.t.	R.C.	–	R.C.	85	–	85	56	–	56	33
17	787	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	127	127	–	83	83	43
18	1205	Dunmanoge,	Levitstown,	v.t.	R.C.	–	R.C.	29	30	59	20	16	36	21
19	1298	Cloncurry,	Newtown, m.	v.t.	R.C.	–	R.C.	64	–	64	47	–	47	28
20	1417	Ballymore-Eustace,	Ballymore-Eustace, m.	v.t.	R.C.	–	R.C.	125	–	125	114	–	114	60
21	1497	Cloncurry,	Newtown, f.	v.t.	R.C.	–	R.C.	–	71	71	–	51	51	27
22	1515	Ballymore-Eustace,	Ballymore-Eustace, f.	v.t.	R.C.	–	R.C.	–	91	91	–	75	75	42
23	1590	Moone,	Moone, m.		R.C.	–	R.C.	114	–	114	61	–	61	30
24	1712	Kilmeage,	Allenwood,	v.t.	R.C.	–	R.C.	73	53	126	42	29	71	31
25	1714	Feighcullen,	Milltown,		R.C.	–	R.C.	82	77	159	48	40	88	41
26	1812	Kill,	Ardclough, m.	v.t.	R.C.	–	R.C.	85	–	85	55	–	55	31
27	1820	Kilmeage,	Robertstown, m.	v.t.	R.C.	–	R.C.	145	–	145	78	–	78	31
28	1821	Rathmore,	Rathmore, f.		R.C.	–	R.C.	–	70	70	–	59	59	30
29	1972	Kill,	Kill, m.	b.	R.C.	–	R.C.	72	–	72	55	–	55	32
30	1973	Do.	Do. f.	b.	R.C.	–	R.C.	–	74	74	–	56	56	26
31	2033	Narraghmore,	Old Grange,	v.t.	R.C.	–	R.C.	42	37	79	23	22	45	22
32	2105	Great Connell,	Newbridge, m.	v.t.	R.C.	–	R.C.	270	–	270	173	–	173	91
33	2106	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	191	191	–	126	126	63
34	2109	Ardkill,	Derinturn, m.	v.t.	R.C.	–	R.C.	84	–	84	55	–	55	28
35	2291	Kildangan,	Kildangan, m.		R.C.	–	R.C.	137	–	137	76	–	76	42
36	2292	Do.	Do. f.		R.C.	–	R.C.	–	142	142	–	101	101	55
37	2293	Rathmore,	Eadestown,		R.C.	–	R.C.	71	5	76	53	5	58	28
38	2344	Leixlip,	Leixlip, m.	b.	R.C.	–	R.C.	92	–	92	66	–	66	35
39	2345	Do.	Do. f.	b.	R.C.	–	R.C.	–	120	120	–	82	82	40
40	2491	Kilmeage,	Robertstown, f.	v.t.	R.C.	–	R.C.	–	131	131	–	81	81	36
41	2541	Ballysax,	Ballysax,		R.C.	–	R.C.	75	48	123	54	34	88	59
42	2669	Moone,	Moone, f.		R.C.	–	R.C.	–	89	89	–	73	73	31
43	3213	Cadamstown,	Balyna, m.	v.t.	R.C.	–	R.C.	84	–	84	61	–	61	37
44	3236	Kill,	Ardclough, f.	v.t.	R.C.	–	R.C.	–	69	69	–	48	48	33
45	3427	Cadamstown,	JohnstownBridge, m.	v.t.	R.C.	–	R.C.	53	–	53	41	–	41	24
46	3428	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	35	35	–	30	30	16
47	3882	Kilberry,	Kilberry,		E.C.	–	E.C.	61	48	109	32	31	63	34
48	3925	Kilteel,	Kilteel,	v.t.	–	E.C.	R.C.	50	41	91	32	28	60	24
49	4174	Naas,	Naas, m.		R.C.	–	R.C.	296	–	296	223	–	223	120
50	4182	Larabrien,	Maynooth, m.		R.C.	–	R.C.	162	–	162	111	–	111	65
51	4316	Tipperkevin,	Tipperkevin,		R.C.	–	R.C.	64	47	111	41	30	71	27
52	5350	Donaghcumper,	Abbey, m.	v.c.	–	R.C.	R.C.	171	–	171	130	–	130	81
53	5351	Do.	Do. f.	v.c.	–	R.C.	R.C.	–	154	154	–	110	110	69
54	5774	Timolin,	Ballitore, m.		–	Diss.	R.C.	75	–	75	53	–	53	31
55	5838	Killashee,	Twomilehouse, f.		R.C.	–	R.C.	–	61	61	–	49	49	25
56	5839	Lackagh,	Lackagh,		R.C.	–	R.C.	67	39	106	40	27	67	40
57	6126	Castledermot,	Castledermot, m.		R.C.	–	R.C.	120	–	120	82	–	82	46
58	6127	Do.	Do. f.		R.C.	–	R.C.	–	107	107	–	85	85	38
59	6174	Clane,	Rathcoffey,		R.C.	–	R.C.	59	50	109	39	35	74	40
60	6313	Timahoe,	Timahoe,		–	E.C.	R.C.	70	50	120	53	33	86	48
61	6699	Bodenstown,	Sallins, f.		R.C.	–	R.C.	–	102	102	–	67	67	36
62	6749	Cadamstown,	Cadamstown, f.		R.C.	–	R.C.	–	66	66	–	62	62	30

[b] Residence free

31st December, 1863.—Province of LEINSTER—*continued.*

KILDARE—99 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.							
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
4	3	1	5	–	13	c	0	6	0	—			—			28	3	4	—			—			c		
12	19	15	8	5	59	10·5	1	13	4	—			—			18	0	0	3	0	8	2	0	0	[a]5	0	8
20	14	6	8	5	53	10·3	0	13	10	—			—			31	6	8	1	14	2	—			1	14	2
14	10	6	6	1	37	9·	0	12	1	—			—			18	0	0	3	17	7	1	5	0	[a]5	2	7
21	14	4	3	8	50	8·9	0	14	10	—			—			19	0	0	6	13	2	1	5	0	[a]7	18	2
35	20	14	13	7	89	9·7	1	3	8	—			—			44	0	0	5	17	1	—			[a]5	17	1
49	34	24	19	11	137	10·2	3	1	7	—			—			36	16	8	19	0	10	—			19	0	10
30	10	7	5	10	62	10·5	0	12	5	—			—			36	0	0	1	10	7	3	0	0	[a]4	10	7
41	17	12	6	1	77	8·6	0	11	9	—			—			35	8	4	0	12	0	—			0	12	0
26	21	18	7	6	78	9·5	1	4	10	—			1	10	0	24	3	4	2	9	2	7	15	0	10	4	2
48	50	28	11	15	152	11·8	3	2	6	—			1	10	0	42	15	0	6	19	2	1	0	0	[a]7	19	2
54	47	32	21	14	168	9·8	3	9	2	—			2	0	0	63	18	4	10	0	0	0	10	0	[a]10	10	0
22	14	7	8	–	51	9·2	0	12	10	—			—			23	10	0	3	1	10	—			[a]3	1	10
45	17	20	7	10	99	9·1	2	10	2	—			—			46	13	4	7	13	7	—			7	13	7
44	20	19	9	8	100	9·4	1	0	3	—			—			38	0	0	3	14	1	—			[a]3	14	1
25	14	14	7	3	63	9·1	1	13	10	—			1	0	0	30	0	0	6	11	2	5	0	0	[a]11	11	2
22	30	21	9	9	91	9·8	1	18	8	—			3	0	0	54	5	0	7	8	0	—			[a]7	8	0
13	8	6	5	2	34	9·9	0	11	10	—			—			14	3	4	3	9	11	—			3	9	11
13	17	9	9	5	53	10·3	1	6	10	—			1	10	0	28	0	0	3	0	1	3	0	0	[a]6	0	1
32	32	23	16	14	117	9·5	1	17	3	—			—			43	3	4	3	8	10	—			[a]3	8	10
11	22	16	15	–	64	10·4	2	17	6	—			—			16	0	0	1	17	10	3	0	0	[a]4	17	10
30	21	12	13	8	84	11·1	1	14	3	—			—			38	3	4	1	1	7	—			1	1	7
21	19	20	6	–	66	10·1	0	11	3	—			—			18	0	0	3	1	8	—			3	1	8
27	25	19	6	3	80	10·1	1	3	3	1	10	0	—			20	8	4	4	9	0	—			4	9	0
25	38	16	8	3	90	9·5	1	1	10	—			—			31	13	4	5	15	11	—			[a]5	15	11
25	9	10	9	3	56	9·3	1	14	5	1	10	0	1	10	0	18	0	0	6	10	9	5	0	0	11	10	9
26	15	22	8	10	81	9·4	0	17	9	—			—			31	0	0	1	18	10	—			1	18	10
17	20	10	15	11	73	10·8	0	19	1	—			—			18	6	8	1	6	2	—			1	6	2
15	18	8	4	8	53	9·7	1	1	7	—			—			28	0	0	5	2	4	—			5	2	4
12	21	17	4	11	65	10·9	1	5	11	—			—			23	0	0	1	2	4	—			1	2	4
23	11	–	8	6	48	10·6	0	5	0	—			—			18	0	0	7	10	4	—			7	10	4
71	51	35	17	18	192	9·5	5	8	0	—			1	0	0	87	10	0	27	9	9	2	0	0	29	9	9
49	41	20	13	16	139	9·3	5	0	11	—			—			39	5	0	14	18	9	—			14	18	9
24	19	8	7	4	62	10·3	0	14	9	1	10	0	—			15	0	0	4	0	0	—			4	0	0
31	30	15	16	3	95	10·4	0	15	4	1	10	0	1	10	0	36	0	0	2	12	6	2	0	0	4	12	6
45	29	23	24	15	136	10·	1	18	7	1	17	6	—			48	0	0	4	17	3	2	0	0	[a]6	17	3
14	12	6	7	17	56	11·3	1	2	9	1	10	0	—			24	0	0	3	9	0	7	0	0	10	9	0
28	25	13	6	6	78	9·4	0	11	10	1	10	0	—			27	5	0	1	18	8	—			1	18	8
32	25	16	15	4	92	9·3	3	1	3	1	10	0	2	10	0	29	16	8	3	8	4	—			3	8	4
30	31	21	10	8	100	11·2	2	3	10	1	10	0	—			21	16	8	4	14	0	—			4	14	0
21	23	22	28	4	98	8·6	1	1	11	1	17	6	—			28	0	0	11	2	0	—			[a]11	2	0
27	25	17	8	4	81	9·8	0	10	7	—			—			20	0	0	1	4	6	—			1	4	6
13	22	15	19	6	75	10·3	1	8	5	—			7	0	0	50	15	0	2	14	0	7	10	0	[a]10	4	0
18	12	4	5	7	46	9·	1	2	1	—			1	0	0	19	13	4	5	15	3	5	0	0	10	15	3
11	9	5	14	3	42	9·5	0	10	7	—			—			23	10	0	8	7	4	—			8	7	4
8	10	5	7	–	30	9·	—			—			—			20	0	0	2	8	3	—			2	8	3
33	20	24	14	–	91	8·7	2	7	4	1	10	1	—			13	10	0	5	1	1	12	10	0	[a]17	11	1
35	22	7	5	2	71	9·3	0	8	6	—			—			24	0	0	1	16	2	—			1	16	2
91	66	39	20	24	240	9·5	6	7	2	3	0	0	4	15	0	102	16	8	25	15	0	—			25	15	0
47	38	27	10	9	131	8·8	1	19	9	1	17	6	6	10	0	78	0	0	3	15	2	20	0	0	[a]23	15	2
18	26	10	8	3	65	10·4	0	13	2	—			—			24	0	0	3	2	11	—			3	2	11
25	53	27	16	20	141	10·3	3	10	8	—			—			67	3	4	19	1	3	7	0	0	26	1	3
25	27	20	19	24	115	13·7	2	9	3	—			6	5	0	67	16	8	7	9	5	5	0	0	12	9	5
22	14	7	11	3	57	9·5	0	16	2	—			—			37	3	4	5	9	10	—			5	9	10
6	13	12	8	10	49	10·6	0	13	10	—			—			24	0	0	6	7	6	—			6	7	6
35	15	13	14	7	84	9·6	0	16	6	—			—			29	3	4	8	4	3	3	0	0	11	4	3
46	22	13	7	3	91	9·6	1	5	2	—			1	10	0	24	0	0	6	1	1	—			6	1	1
43	19	16	6	5	89	9·4	1	0	8	—			1	0	0	20	0	0	3	3	10	—			3	3	10
28	33	12	6	3	82	9·8	2	1	0	—			—			44	6	8	8	3	1	5	0	0	[a]13	3	1
36	24	12	11	16	99	9·4	2	11	10	—			1	0	0	43	11	8	12	6	9	18	0	0	[a]30	6	9
26	13	16	8	2	65	9·2	1	15	10	—			6	0	0	36	0	0	6	5	10	—			6	5	10
16	19	11	9	3	58	9·6	1	0	0	—			—			24	0	0	0	11	9	5	0	0	5	11	9

[b] Attendance taken from Inspector's report.

[c] Information not available.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females.	Total.	Males.	Females.	Total.	
63	6752	Great Connell, .	Athgarvan, . .		R.C.	–	R.C.	70	55	125	49	35	84	49
64	6757	Nurney, . .	Nurney, . .		R.C.	–	R.C.	105	61	166	70	42	112	55
65	7069	Dunfierth, .	Kilshanroe, . .		R.C.	–	R.C.	46	62	108	30	45	75	33
66	7296	Ardkill, . .	Derinturn, . f.		R.C.	–	R.C.	–	93	93	–	59	59	33
67	7300	Narraghmore, .	Crookstown, f.		R.C.	–	R.C.	–	110	110	–	95	95	52
68	7303	Usk, . .	Ballymount, .		R.C.	–	R.C.	80	79	159	49	48	97	45
69	7346	Ballyshannon, .	Ballyshannon, .		R.C.	–	R.C.	37	17	54	28	13	41	24
70	7790	Churchtown, .	Churchtown, .		R.C.	–	R.C.	43	33	76	30	23	53	29
71	7823	Straffan, . .	Straffan, . m.		R.C.	–	R.C.	71	–	71	50	–	50	35
72	7824	Do. . .	Do. . . f.		R.C.	–	R.C.	–	80	80	–	63	63	45
73	7834	Tankardstown, .	Ballyroe, . .		R.C.	–	R.C.	58	41	99	42	28	70	33
74	7901	Donaghcumper,	Abbey, . i.		–	R.C.	R.C.	74	78	152	53	53	106	52
75	8099	Bodenstown, .	Sallins, . m.		R.C.	–	R.C.	110	–	110	89	–	89	45
76	8126	Nurney, . .	Clogherinkoe, f.		R.C.	–	R.C.	–	70	70	–	50	50	30
77	8205	Feighcullen, .	Clongorey, . m.		R.C.	–	R.C.	85	–	85	47	–	47	19
78	8307	Kilcullen, .	Kilcullenbridge, m.		R.C.	–	R.C.	148	–	148	100	–	100	61
79	8318	Do. . .	Do. . . f.		R.C.	–	R.C.	7	155	162	5	114	119	66
80	8361	Feighcullen, .	Clongorey, . f.		R.C.	–	R.C.	–	86	86	–	43	43	22
81	8763	Killybegs, .	Prosperous, m.		R.C.	–	R.C.	97	–	97	74	–	74	44
82	8764	Do. . .	Do. . . f.		R.C.	–	R.C.	–	133	133	–	92	92	52
83	9026	Kildare, . .	Curragh, . .		Diss.	–	Diss.	43	31	74	26	20	46	27
84	9123	Kilkea, . .	Kilkea, . .		–	E.C.	R.C.	29	58	87	21	43	64	35
			Total of Ordinary Schools, 84, .					5,072	4278	9,350	3,456	2954	6,410	3408
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	6209	St. Michael's. .	Athy Dist. Model, m.	v.c.	–	Comrs. of Nat. Ed.	R.C.	114	–	114	77	–	77	57
2	6210	Do. . .	Do. . . f.	v.c.	–		R.C.	–	95	95	–	62	62	42
3	6615	Do. . .	Do. . . i.	v.c.	–		E.C.	45	37	82	25	23	48	32
4	2284	Newbridge, .	Twomilehouse Ord. Agricultural, .		R.C.	–	R.C.	76	–	76	57	–	57	33
5	1713	Clane, . .	Clane do. .	v.t.	R.C.	–	R.C.	147	–	147	116	–	116	71
6	772	Kilcock, . .	Tiermohan do. .		R.C.	–	R.C.	62	34	96	42	26	68	38
7	771	Kildare, . .	Kildare Convent, f.		R.C.	–	R.C.	–	260	260	–	206	206	108
8	779	Larabrian, .	Maynooth do.		–	R.C.	R.C.	45	221	266	38	176	214	129
9	1151	Clane, . .	Clane do.	v.t.	R.C.	–	R.C.	–	184	184	–	143	143	84
10	3246	Naas, . .	Naas do.		R.C.	–	R.C.	–	370	370	–	266	266	178
11	4997	St. Michael's, .	Athy do.		–	R.C.	R.C.	216	430	646	134	301	435	283
12	3155	Tipper, . .	Naas Workhouse,		–	Poor Law Guards.	R.C.	59	84	143	40	56	96	72
13	3862	Churchtown, .	Athy, do.		–		R.C.	113	114	227	72	67	139	116
14	8534	Kildrought, .	Celbridge do.		–		R.C.	46	26	72	28	18	46	37
15	8821	Naas, . .	Naas Gaol, . .		–	E.C.	R.C.	80	76	156	11	8	19	16
			Total of Special Schools, 15, .					1,003	1931	2,934	640	1352	1,992	1296
			Grand Total for Co. Kildare, 99,					6,075	6209	12284	4,096	4306	8,402	4704

* Residence free.

1863.—Province of Leinster: County of Kildare—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
35	25	15	16	–	91	8·5	0	15	8	—			—			34	1	8	10	10	6	1	0	0	11	10	6
29	40	23	11	8	111	9·3	2	9	1	—			—			38	0	0	7	12	10	1	10	0	9	2	10
26	22	14	17	4	83	9·	1	0	6	1	17	6	1	0	0	27	1	8	1	6	6	—			[a]1	6	6
19	15	13	5	4	56	10·3	1	6	4	—			—			20	0	0	4	11	3	—			[a]4	11	3
43	24	16	10	5	98	9·2	0	18	3	—			—			44	10	0	8	5	3	—			8	5	3
23	40	12	24	4	103	10·3	2	13	1	—			—			55	0	0	8	1	5	1	10	0	[a]9	11	5
9	14	9	6	5	43	10·4	0	11	0	—			—			24	0	0	3	0	0	—			3	0	0
18	13	10	6	4	51	9·3	1	9	5	1	10	0	—			19	0	0	3	8	7	—			[a]3	8	7
15	16	16	4	5	56	9·3	1	5	3	1	10	1	6	0	0	42	3	4	7	5	0	—			[a]7	5	0
15	20	14	11	8	68	9·5	1	10	0	1	10	0	5	10	0	39	13	4	8	5	1	—			8	5	1
27	18	17	10	3	75	9·4	2	16	11	1	9	8	—			24	0	0	9	6	2	—			9	6	2
95	15	5	–	–	115	6·3	1	3	11	—			2	15	0	28	6	8	4	2	4	—			4	2	4
29	34	18	12	4	97	9·4	3	4	8	—			1	5	0	43	18	4	7	6	4	6	5	0	13	11	4
19	15	13	7	–	54	9·	—			—			—			24	0	0	2	1	0	—			[a]2	1	0
10	15	6	6	5	42	10·	0	17	9	—			—			16	16	8	0	18	2	—			0	18	2
33	30	26	24	13	126	9·6	1	18	5	1	17	6	—			39	10	0	12	7	4	—			12	7	4
44	22	31	21	12	130	9·5	1	12	3	1	17	6	—			45	0	0	10	0	0	—			10	0	0
7	13	8	7	7	42	10·7	0	13	10	1	10	0	0	15	0	21	5	0	1	19	11	—			1	19	11
35	28	10	16	8	97	11·5	—			—			—			24	1	8	6	10	0	—			6	10	0
44	20	31	5	7	107	8·9	2	13	5	—			1	0	0	22	1	8	7	8	6	—			7	8	6
27	7	4	10	9	57	9·	1	16	11	—			—			37	6	8	30	3	1	4	0	0	[a]34	3	1
25	24	10	9	–	68	9·5	0	10	6	4	7	10	—			16	6	8	2	10	0	7	6	8	9	16	8
2,383	1838	1248	883	561	6,963		129	4	4	39	12	8	70	5	0	2772	4	8	518	12	5	155	6	8	673	19	1
2	13	11	24	37	87	12·1																					
3	9	28	13	17	70	11·7	12	3	8	2	7	3	—			685	15	3	51	16	0	—			51	16	0
21	20	7	–	–	48	6·1																					
8	15	25	8	10	66	11·	1	2	9	1	10	0	1	0	0	35	10	0	7	1	3	—			[a]7	1	3
34	35	25	16	13	123	9·5	2	19	7	1	17	6	5	0	0	53	3	4	22	0	2	8	2	5	[a]30	2	7
17	25	16	13	2	73	9·	2	1	9	1	10	0	1	0	0	40	1	8	5	17	9	3	0	0	[a]8	17	9
78	43	41	30	25	217	10·6	6	16	11	10	3	2	11	10	0	54	10	0	—			—			—		
82	38	36	16	40	212	11·	2	7	11	—			3	10	0	52	1	8	—			20	0	0	20	0	0
52	27	50	18	9	156	9·7	2	1	3	—			—			31	15	0	—			—			—		
130	63	31	23	36	283	10·	5	11	5	—			2	10	0	72	10	0	30	16	4	—			30	16	4
295	117	27	25	18	482	7·6	16	8	4	4	10	0	13	10	0	142	6	3	14	13	4	—			14	13	4
48	21	14	14	5	102	8·7	4	15	0	—			2	10	0	—			—			—			—		
47	34	30	25	20	156	8·7	—			2	12	6	9	0	0	—			—			—			—		
13	9	12	6	–	40	7·8	4	18	5	—			—			—			—			—			—		
10	11	7	16	5	49	23·6	3	15	9	—			4	0	0	—			—			—			—		
840	480	360	247	237	2,164		65	2	9	24	10	5	53	10	0	1167	13	2	132	4	10	31	2	5	163	7	3
3,223	2368	1608	1130	798	9,127		194	7	1	64	3	1	123	15	0	3939	17	10	650	17	3	186	9	1	837	6	4

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
			ORDINARY TOWN AND RURAL SCHOOLS.											
1	788	Aharney,	Lisdowney, m.		R.C.	–	R.C.	91	–	91	58	–	58	31
2	789	Do.	Do. f.		R.C.	–	R.C.	–	55	55	–	50	50	30
3	790	Grange,	Churchhill, m.	v.t.	R.C.	–	R.C.	83	–	83	46	–	46	29
4	791	Treadingstown,	Bennet's Bridge,		R.C.	–	R.C.	112	70	182	80	52	132	58
5	792	Dunkitt,	Dunkitt, m.	v.t.	R.C.	–	R.C.	97	–	97	65	–	65	36
6	794	Owning,	Owning,		–	E.C.	R.C.	68	53	121	54	42	96	62
7	795	Fiddown,	Tubbernabrone, m.	v.t.	–	E.C.	R.C.	90	–	90	57	–	57	35
8	796	Freshford,	Freshford, m.		R.C.	–	R.C.	142	–	142	101	–	101	61
9	797	Do.	Do. f.		R.C.	–	R.C.	–	126	126	–	92	92	48
10	798	Graiguenamanagh,	Graig, m.		R.C.	–	R.C.	261	–	261	210	–	210	146
11	799	Do.	Do. f.		R.C.	–	R.C.	–	273	273	–	210	210	131
12	800	Grange Sylvia,	Goresbridge, m.		R.C.	–	R.C.	170	–	170	127	–	127	65
13	802	Rathbeagh,	Cloan,		R.C.	–	R.C.	40	35	75	20	16	36	[a]25
14	807	Shankill,	Bornafea,	v.t.	R.C.	–	R.C.	60	19	79	39	14	53	28
15	1118	Castlecomer,	Castlecomer, m.		R.C.	–	R.C.	313	–	313	230	–	230	124
16	1152	Graiguenamanagh,	Coppenagh,	v.t.	R.C.	–	R.C.	58	40	98	48	28	76	43
17	1154	Powerstown,	Skeogvostheen,	v.t.	R.C.	–	R.C.	95	71	166	57	49	106	48
18	1201	Kilmakevoge,	Robinstown, m.		R.C.	–	R.C.	97	–	97	61	–	61	29
19	1299	Callan,	Callan, m.		R.C.	–	R.C.	347	–	347	203	–	203	107
20	1300	Danesfort,	Danesfort,	v.t.	R.C.	–	R.C.	60	34	94	35	16	51	26
21	1301	St. John's,	St. John's, m.	v.t.	R.C.	–	R.C.	185	–	185	109	–	109	58
22	1302	Tullaroan,	Tullaroan, m.	v.t.	R.C.	–	R.C.	113	–	113	73	–	73	38
23	1468	Fiddown,	Tubbernabrone, f.	v.t.	–	E.C.	R.C.	–	77	77	–	57	57	36
24	1605	Callan,	Callan, f.		R.C.	–	R.C.	–	305	305	–	220	220	123
25	1716	Aharney,	Ballyconra,		–	R.C.	R.C.	35	34	69	23	25	48	31
26	1717	Gowran,	Gowran, m.		R.C.	–	R.C.	136	–	136	103	–	103	57
27	1781	Do.	Do. f.		R.C.	–	R.C.	–	133	133	–	103	103	63
28	1799	Castlecomer,	Clogh,		R.C.	–	R.C.	156	–	156	112	–	112	55
29	1840	Rosbercon,	Rosbercon, m.	v.t.	R.C.	–	R.C.	56	–	56	40	–	40	28
30	1841	Jerpoint, West,	Mullenakill,	v.t.	R.C.	–	R.C.	46	45	91	30	34	64	38
31	1855	Dunkitt,	Dunkitt, f.	v.t.	R.C.	–	R.C.	–	128	128	–	78	78	43
32	1915	Shankill,	Paulstown, f.		R.C.	–	R.C.	–	154	154	–	112	112	55
33	1916	Innistioge,	Innistioge, m.		–	E.C.	R.C.	173	–	173	126	–	126	75
34	1962	Clonmore,	Killinaspick,		R.C.	–	R.C.	57	27	84	48	17	65	40
35	2137	Cooleashin,	Creenkill,	B.	R.C.	–	R.C.	48	55	103	35	35	70	32
36	2181	Thomastown,	Thomastown, f.		R.C.	–	R.C.	–	161	161	–	124	124	66
37	2249	Clomantagh,	Clomantagh,		R.C.	–	R.C.	82	70	152	58	48	106	55
38	2312	Erke,	Crosspatrick, m.		R.C.	–	R.C.	83	–	83	58	–	58	30
			Do. evg.		–	–	–	34	–	34	22	–	22	20
39	2313	Do.	Do. f.		R.C.	–	R.C.	–	71	71	–	60	60	27
40	2542	Rathpatrick,	Slieverue, m.		R.C.	–	R.C.	113	–	113	82	–	82	42
41	2543	Do.	Do. f.		R.C.	–	R.C.	–	94	94	–	69	69	34
42	2676	Castlecomer,	Gazebo, day, m.		R.C.	–	R.C.	161	–	161	136	–	136	56
			Do. evg.		–	–	–	114	–	114	76	–	76	21
43	2713	Kilmakevoge,	Robinstown, f.		R.C.	–	R.C.	–	110	110	–	76	76	33
44	2749	Aharney,	Ballyragget, m.		R.C.	–	R.C.	95	–	95	68	–	68	42
45	2788	Castlecomer,	Firoda, m.		R.C.	–	R.C.	110	–	110	71	–	71	35
46	2789	Do.	Do. f.		R.C.	–	R.C.	–	89	89	–	54	54	28
47	2918	Fertagh,	Johnstown, m.	v.t.	R.C.	–	R.C.	120	–	120	84	–	84	45
48	2919	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	144	144	–	110	110	59
49	2961	Dunkitt,	Bigwood,		R.C.	–	R.C.	81	26	107	45	14	59	31
50	3029	Stonecarthy,	Stoneyford, m.		R.C.	–	R.C.	94	–	94	64	–	64	32
51	3030	Do.	Do. f.		R.C.	–	R.C.	–	108	108	–	86	86	47
52	3045	Rower,	Rower, m.		R.C.	–	R.C.	194	–	194	157	–	157	78
53	3110	St. Canice,	Bonnetstown,		R.C.	–	R.C.	40	38	78	27	20	47	25
54	3141	Castlecomer,	Gazebo, f.		R.C.	–	R.C.	–	176	176	–	150	150	53
55	3247	Rathcoole,	Johnswell, m.		R.C.	–	R.C.	83	–	83	55	–	55	30
56	3369	Rosbercon,	Rosbercon, f.	v.t.	R.C.	–	R.C.	–	67	67	–	46	46	29
57	3413	St. John's,	St. John's, f.	v.t.	R.C.	–	R.C.	–	187	187	–	105	105	56
58	3459	Ullard,	Ullard,		R.C.	–	R.C.	37	42	79	29	31	60	29
59	3479	Kilbeacon,	Mullinavat, f.		R.C.	–	R.C.	–	140	140	–	90	90	47
60	3530	Tullaroan,	Tullaroan, f.	v.t.	R.C.	–	R.C.	–	77	77	–	57	57	35

[a] Residence free.

31st December, 1863.—Province of LEINSTER—*continued.*

KILKENNY—165 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
14	21	11	18	4	68	11·8	0 17 2	—	2 0 0	27 3 4	4 5 6	—	4 5 6	
14	15	8	11	–	48	11·	—	—	—	20 0 0	1 13 11	2 0 0	[a]3 13 11	
27	11	5	3	5	51	9·	1 3 3	—	—	13 0 0	2 3 0	—	2 3 0	
41	53	32	20	6	152	10·4	1 10 6	—	3 10 0	51 19 5	7 12 9	—	7 12 9	
17	24	12	16	10	79	11·	1 14 4	1 10 0	3 0 0	28 0 0	4 17 2	—	4 17 2	
22	32	18	18	12	102	9·9	2 5 5	—	—	53 6 8	11 4 7	2 0 0	13 4 7	
21	21	10	6	2	60	9·8	1 9 5	—	—	24 0 0	1 6 4	2 0 0	3 6 4	
44	28	8	25	6	111	10·6	2 0 1	—	—	57 5 0	3 6 9	—	3 6 9	
40	35	16	9	7	107	10·4	1 8 9	1 17 6	—	38 0 0	4 1 2	—	4 1 2	
66	70	41	25	30	232	9·6	8 4 0	—	11 10 0	85 3 4	18 10 0	6 6 0	24 16 0	
76	55	52	25	28	236	11·7	2 1 4	—	6 0 0	102 13 4	14 17 0	4 4 0	19 1 0	
34	41	15	15	10	115	12·	1 10 1	—	—	58 3 4	5 8 11	3 0 0	8 8 11	
–	–	–	–	–	–	–	0 7 0	—	—	14 5 0	—	—	—	
27	9	9	8	–	53	8·4	0 10 3	—	—	18 0 0	2 5 6	—	2 5 6	
82	66	36	41	22	247	10·1	—	—	8 0 0	80 10 0	8 0 6	12 0 0	20 0 6	
26	33	15	13	–	87	9·5	1 5 0	—	—	24 8 4	7 13 6	—	7 13 6	
44	34	24	16	5	123	9·	1 19 0	—	—	38 0 0	5 14 6	—	5 14 6	
15	26	12	12	5	70	11·1	0 12 3	—	—	24 0 0	2 2 10	—	2 2 10	
94	78	33	18	13	236	9·7	4 9 0	—	4 10 0	73 1 8	7 0 0	9 14 2	16 14 2	
19	14	12	16	–	61	10·7	—	—	—	24 0 0	2 15 6	—	[a]2 15 6	
70	44	20	10	9	153	9·3	1 3 7	—	5 0 0	53 6 8	4 5 0	—	[a]4 5 0	
23	28	18	12	7	88	11·4	2 17 9	—	3 0 0	32 0 0	5 7 6	—	[a]5 7 6	
15	27	11	2	5	60	10·3	0 16 8	—	1 0 0	24 0 0	4 11 9	2 0 0	[a]6 11 9	
76	76	52	14	19	237	10·2	30 14 0	—	9 0 0	102 1 8	6 10 10	2 2 2	[a]8 13 0	
22	20	9	9	–	60	9·3	0 13 6	—	—	31 3 4	3 7 10	2 0 0	5 7 10	
39	37	16	12	10	114	10·2	5 16 3	—	—	83 0 0	5 1 3	3 13 6	[a]8 14 9	
37	30	18	15	11	111	11·3	9 4 9	—	8 10 0	56 0 0	5 15 11	3 13 6	[a]9 9 5	
48	28	17	15	12	115	10·3	1 0 3	—	—	33 0 0	4 1 10	—	4 1 10	
17	18	6	6	1	48	9·	0 6 0	—	—	18 0 0	0 14 8	—	0 14 8	
16	24	13	10	9	72	10·8	0 9 1	—	—	24 0 0	3 5 6	2 10 0	[a]5 15 6	
50	20	16	7	5	98	10·5	1 10 4	—	—	18 8 4	4 7 4	—	4 7 4	
50	37	17	15	7	126	10·3	5 0 9	—	1 10 0	51 16 8	0 13 6	—	0 13 6	
36	35	38	16	10	135	12·3	1 10 9	—	1 10 0	48 0 0	11 12 0	10 0 0	21 12 0	
30	22	16	6	9	83	10·9	0 10 0	1 10 0	—	12 10 0	2 12 2	—	2 12 2	
16	24	17	10	4	71	11·	0 15 9	—	—	18 0 0	3 5 3	—	3 5 3	
40	39	23	24	11	137	10·8	2 0 10	—	—	43 13 4	5 0 9	—	5 0 9	
29	40	31	20	–	120	10·5	2 5 6	6 12 2	—	57 15 0	4 11 5	—	[a]4 11 5	
15	22	13	11	1	62	9·9	} —	5 10 0	2 10 0	20 15 0	{ 2 19 0	—	2 19 0	
–	3	4	17	10	34	18·					{ 1 2 6	—	1 2 6	
15	8	20	12	3	58	10·4	—	1 10 0	—	16 14 5	3 18 8	—	3 18 8	
27	34	13	6	7	87	10·3	1 6 8	1 10 0	—	26 16 8	6 10 3	3 0 0	[a]9 10 3	
17	22	10	22	6	77	9·5	0 18 3	—	—	20 13 4	4 19 9	—	4 19 9	
71	27	24	11	5	138	10·4	} 1 2 6	1 17 6	2 10 0	73 10 0	{ 0 13 4	—	0 13 4	
11	18	16	19	18	82	17·8					{ 0 7 5	—	0 7 5	
24	28	21	9	–	82	10·2	0 10 2	—	—	20 0 0	1 19 0	—	1 19 0	
33	29	3	6	7	78	9·2	1 15 8	—	—	36 11 8	2 8 2	—	2 8 2	
25	26	17	5	7	80	10·9	2 1 0	—	—	24 0 0	0 19 6	2 15 0	3 14 6	
28	9	14	2	4	57	9·9	—	1 10 0	—	20 0 0	0 1 6	—	0 1 6	
17	20	26	15	12	90	10·	3 5 4	3 12 7	2 10 0	29 8 4	8 6 8	—	8 6 8	
29	28	39	10	15	121	10·	5 1 0	3 9 5	1 0 0	60 13 4	4 18 6	—	4 18 6	
25	33	12	4	–	74	11·	0 6 8	—	—	18 0 0	3 5 2	—	3 5 2	
21	21	18	10	6	76	12·4	0 10 11	—	—	32 0 0	3 14 6	—	3 14 6	
36	18	15	6	9	84	11·6	0 17 11	—	—	34 19 5	4 0 10	—	4 0 10	
29	66	37	15	3	150	10·	1 3 9	—	—	42 0 6	10 1 6	—	10 1 6	
16	17	12	7	2	54	9·7	0 11 7	—	1 10 0	24 0 0	5 6 9	—	5 6 9	
63	37	36	7	5	148	11·	—	1 17 6	1 10 0	68 8 4	0 13 11	—	0 13 11	
22	16	14	6	4	62	10·	—	—	—	24 0 0	4 3 0	0 10 0	[a]4 13 0	
20	9	15	8	–	52	9·	0 19 7	—	—	26 0 0	0 9 4	—	0 9 4	
86	57	23	13	8	187	11·2	1 5 6	—	1 0 0	44 13 4	4 5 7	—	[a]4 5 7	
24	18	16	3	–	61	9·6	0 18 9	—	—	14 10 0	4 0 0	—	[a]4 0 0	
41	26	21	9	11	108	10·	1 10 0	—	—	40 0 0	4 13 11	—	4 13 11	
12	17	16	5	3	53	10·9	1 2 0	—	1 10 0	29 5 0	6 12 2	—	[a]6 12 2	

[b] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
61	3628	Aharney,	Ballyragget, f.		R.C.	–	R.C.	–	163	163	–	100	100	50
62	3683	Erke,	Moneenamuck, m.		R.C.	–	R.C.	84	–	84	62	–	62	36
63	3684	Do.	Do. f.		R.C.	–	R.C.	–	129	129	–	82	82	42
64	3757	Dysartmoon,	Tullagher,		R.C.	–	R.C.	83	52	135	60	35	95	60
65	3808	Thomastown,	Thomastown, m.		R.C.	–	R.C.	181	–	181	111	–	111	61
66	3831	Kilmadum,	Ballyfoile, m.		R.C.	–	R.C.	71	–	71	61	–	61	34
67	3832	Muckalee,	Muckalee, m.		R.C.	–	R.C.	71	–	71	55	–	55	26
68	3839	Killaloe,	Desart,		–	E.C.	R.C.	74	58	132	54	38	92	43
69	3847	Castlecomer,	Smithstown, m.		R.C.	–	R.C.	73	–	73	60	–	60	27
70	3873	Kilbeacon,	Mullinavat, m.		R.C.	–	R.C.	158	–	158	106	–	106	58
71	4193	Coolcraheen,	Clinstown, m.	v.t.	R.C.	–	R.C.	53	–	53	34	–	34	20
72	4194	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	62	62	–	46	46	22
73	4330	St. John's,	Dunmore, m.		R.C.	–	R.C.	93	–	93	63	–	63	28
74	4331	Do.	Do. f.		R.C.	–	R.C.	–	69	69	–	50	50	23
75	4477	Dysartmoon,	Brownstown, m.	v.t.	R.C.	–	R.C.	91	–	91	64	–	64	29
76	4478	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	70	70	–	53	53	28
77	4624	Rathcoole,	Johnswell, f.		R.C.	–	R.C.	–	80	80	–	60	60	33
78	5033	Coolaghmore,	Coolagh,		R.C.	–	R.C.	43	41	84	35	34	69	39
79	5053	Kells,	Kells,		R.C.	–	R.C.	107	62	169	58	38	96	42
80	5198	Castlecomer,	Colliery, m.		E.C.	–	E.C.	46	–	46	39	–	39	23
81	5199	Do.	Do. f.		E.C.	–	E.C.	–	36	36	–	26	26	16
82	5200	Killaloe,	Ballyline,		R.C.	–	R.C.	40	30	70	27	18	45	26
83	5201	Kilfane,	Mong,		R.C.	–	R.C.	63	26	89	45	17	62	31
84	5259	Tiscoffin,	Rivanna, m.		R.C.	–	R.C.	98	–	98	83	–	83	41
85	5280	Do.	Boula, m.		R.C.	–	R.C.	94	–	94	69	–	69	35
86	5297	Shanbogh,	Shanbogh,		–	R.C.	R.C.	39	19	58	30	16	46	26
87	5319	Innistioge,	Innistioge, f.		–	E.C.	R.C.	–	156	156	–	112	112	66
88	5412	Attanagh,	Ballyuskill, m.		R.C.	–	R.C.	95	–	95	58	–	58	32
89	5413	Do.	Do. f.		R.C.	–	R.C.	–	144	144	–	108	108	53
90	5438	Earlstown,	Newtown,		R.C.	–	R.C.	46	45	91	36	32	68	35
91	5469	Castlecomer,	Chatsworth,		R.C.	–	R.C.	51	44	95	34	32	66	34
92	5520	Grangemaccomb,	Conahy, m.		R.C.	–	R.C.	170	–	170	105	–	105	51
93	5521	Do.	Do. f.		R.C.	–	R.C.	–	96	96	–	75	75	38
94	5557	Castlecomer,	Smithstown, f.		R.C.	–	R.C.	–	82	82	–	70	70	37
95	5601	Balleen,	Balleen,		–	R.C.	R.C.	40	32	72	29	23	52	25
96	5649	St. Canice,	St. Canice,	v.c.	R.C.	–	R.C.	386	–	386	223	–	223	115
97	5697	Killamery,	Windgap, m.		R.C.	–	R.C.	117	–	117	88	–	88	47
98	5698	Do.	Do. f.		R.C.	–	R.C.	–	106	106	–	74	74	54
99	5713	Dysart,	Coone,		R.C.	–	R.C.	103	59	162	74	42	116	68
100	5730	Pollrone,	Mooncoin, m.		R.C.	–	R.C.	168	–	168	128	–	128	72
101	5775	Mothell,	Lisnafunchin,		R.C.	–	R.C.	47	39	86	39	29	68	39
102	5776	Listerlin,	Listerlin, m.		–	R.C.	R.C.	97	–	97	76	–	76	41
103	5777	Do.	Do. f.		–	R.C.	R.C.	–	81	81	–	63	63	33
104	5927	Grange,	Churchill, f.	v.t.	R.C.	–	R.C.	16	70	86	10	61	71	45
105	6017	Urlingford,	Grane,	v.c.	R.C.	–	R.C.	53	43	96	35	28	63	28
106	6190	Fiddown,	Piltown, f.		–	E.C.	E.C.	–	105	105	–	79	79	42
107	6289	Do.	Templeorum, m.		–	E.C.	R.C.	96	–	96	62	–	62	37
108	6290	Do.	Do. f.		–	E.C.	R.C.	–	93	93	–	67	67	43
109	6374	Outrath,	Foulkstown,		R.C.	–	R.C.	42	63	105	30	46	76	43
110	6621	Kilcolumb,	Ringville, m.		R.C.	–	R.C.	88	–	88	69	–	69	39
111	6622	Do.	Do. f.		R.C.	–	R.C.	–	60	60	–	53	53	32
112	6802	Tiscoffin,	Boula, f.		R.C.	–	R.C.	–	126	126	–	90	90	39
113	6890	Dunnamaggan,	Dunnamaggan,		R.C.	–	R.C.	74	65	139	56	44	100	60
114	6891	Kilmadum,	Ballyfoile, f.		R.C.	–	R.C.	–	90	90	–	69	69	36
115	6950	Rower,	Rower, f.		R.C.	–	R.C.	–	140	140	–	99	99	55
116	7033	Knocktopher,	Knocktopher,		R.C.	–	R.C.	46	51	97	35	33	68	42
117	7050	Ballycallan,	Ballycallan, m.		R.C.	–	R.C.	55	–	55	41	–	41	28
118	7051	Do.	Do. f.		R.C.	–	R.C.	–	104	104	–	66	66	40
119	7089	Portnascully,	Carrigeen, m.		R.C.	–	R.C.	159	–	159	132	–	132	90
120	7139	Muckalee,	Garrygang,	v.c.	–	E.C.	R.C.	89	42	131	57	24	81	42
121	7228	Do.	Muckalee, f.		R.C.	–	R.C.	–	76	76	–	56	56	33
122	7247	Clara,	Church Clara,		R.C.	–	R.C.	78	63	141	57	47	104	50
123	7259	Kilmacow,	Kilmacow, m.		–	R.C.	R.C.	112	–	112	90	–	90	57

[a] Residence free.

863.—Province of LEINSTER : County of KILKENNY—*continued.*

URAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
44	28	18	6	4	100	12·	1 1 6	—	3 0 0	48 11 8	5 18 8	—	5 18 8	
34	11	11	7	–	63	10·4	—	—	2 10 0	31 15 0	3 2 10	—	3 2 10	
34	17	15	8	7	81	10·	1 9 0	—	3 10 0	28 5 0	4 4 10	—	a4 4 10	
40	39	28	14	6	127	10·9	2 12 2	—	—	14 11 8	18 6 8	—	18 6 8	
38	34	27	18	6	123	10·6	5 4 11	—	3 0 0	49 11 8	4 11 6	—	4 11 6	
18	23	13	2	15	71	10·3	0 18 0	—	—	32 0 0	4 3 9	—	4 3 9	
20	15	18	9	4	66	10·7	1 1 6	—	—	24 0 0	4 5 0	—	4 5 0	
46	34	11	11	–	102	10·1	1 13 6	—	—	36 0 0	—	20 0 0	a20 0 0	
19	21	8	7	2	57	10·6	1 4 7	—	—	16 10 0	0 4 0	1 15 0	1 19 0	
43	49	19	9	6	126	10·6	4 0 0	1 17 6	—	42 13 4	8 7 10	—	8 7 10	
9	9	10	5	4	37	10·9	0 17 6	—	—	28 0 0	0 11 4	3 0 0	a3 11 4	
12	14	15	4	4	49	10·8	0 10 4	1 10 0	—	16 0 0	1 5 6	—	a1 5 6	
23	24	18	14	2	81	10·3	1 7 1	—	5 0 0	25 6 8	1 14 6	2 0 0	a3 14 6	
34	17	7	5	–	63	12·5	0 10 4	—	—	22 13 4	0 14 0	—	a0 14 0	
25	30	8	5	3	71	10·6	0 17 3	1 10 0	—	24 18 10	2 1 3	—	2 1 3	
24	12	12	7	–	55	10·2	—	1 10 0	—	20 0 0	1 2 9	—	1 2 9	
16	18	13	7	5	59	11·1	1 2 3	—	—	20 0 0	5 3 0	1 0 0	6 3 0	
17	14	20	5	6	62	11·	2 5 7	—	—	20 0 0	2 10 5	—	2 10 5	
33	33	25	16	3	110	11·	2 7 4	—	—	32 8 4	4 11 2	—	4 11 2	
9	10	9	10	8	46	9·9	—	—	—	17 10 0	—	10 0 0	a10 0 0	
3	6	8	8	4	29	11·4	1 8 4	—	—	14 10 0	0 7 6	2 10 0	2 17 6	
13	10	10	5	–	38	8·4	0 13 11	—	—	10 0 0	1 18 10	—	1 18 10	
45	13	4	3	–	65	9·	0 7 3	—	—	18 0 0	1 1 8	—	1 1 8	
36	33	8	8	3	88	10·	0 17 9	1 10 0	—	17 3 4	5 0 0	—	5 0 0	
37	13	13	5	–	68	10·	—	1 10 0	—	24 0 0	2 0 6	—	2 0 6	
21	12	7	5	–	45	9·7	0 10 2	1 10 0	—	24 0 0	0 4 0	2 0 0	2 4 0	
53	27	26	9	6	121	10·1	2 8 10	1 17 6	1 10 0	58 0 0	8 0 10	10 0 0	a18 0 10	
24	22	13	13	–	72	10·3	1 13 7	1 10 0	—	18 0 0	3 10 1	—	3 10 1	
32	38	23	16	8	117	11·	4 17 9	1 10 0	—	53 6 8	5 0 6	—	5 0 6	
38	29	11	7	–	85	10·	3 10 6	1 10 0	1 0 0	18 0 0	6 3 6	—	6 3 6	
27	32	8	8	3	78	10·	0 10 0	1 10 0	—	24 0 0	1 6 6	—	1 6 6	
38	28	34	34	14	148	11·	1 8 11	1 17 6	1 10 0	44 5 0	4 12 0	—	4 12 0	
31	27	19	5	5	87	10·5	1 11 8	1 10 0	—	29 3 4	3 4 6	—	a3 4 6	
29	22	12	8	1	72	9·5	1 4 8	1 10 0	—	16 0 0	—	—	—	
27	14	14	5	2	62	9·5	1 6 3	1 10 0	—	24 0 0	3 8 7	—	3 8 7	
96	60	41	22	12	231	9·7	3 8 6	3 11 6	—	48 15 0	12 7 7	—	12 7 7	
18	27	8	37	5	95	11·9	1 0 7	—	—	52 6 8	9 3 5	—	9 3 5	
21	21	17	10	9	78	11·1	8 8 3	—	—	51 0 0	8 6 10	—	8 6 10	
45	42	27	17	–	131	10·7	3 2 4	—	—	34 10 0	7 12 4	—	7 12 4	
61	39	20	9	14	143	8·7	1 14 8	—	3 0 0	64 18 4	13 1 9	—	a13 1 9	
35	28	6	6	4	79	10·4	—	—	—	23 10 0	1 12 0	—	1 12 0	
24	23	7	18	11	83	10·5	0 13 10	—	—	24 0 0	6 14 6	—	a6 14 6	
12	15	18	10	3	58	10·	0 18 1	—	—	20 0 0	2 9 0	1 0 0	a3 9 0	
33	17	9	6	–	65	9·3	0 10 3	—	—	36 16 8	4 0 0	1 0 0	5 0 0	
28	18	9	8	7	65	11·5	0 15 8	—	—	23 6 8	3 18 6	4 10 0	a8 8 6	
19	29	26	4	6	84	10·5	0 12 3	1 10 0	1 0 0	40 0 0	7 15 1	12 0 0	19 15 1	
15	17	20	10	8	70	10·9	1 0 0	1 10 0	—	15 0 0	7 7 4	2 0 0	9 7 4	
22	26	11	9	7	75	9·8	1 1 1	1 10 0	—	54 0 0	8 9 9	3 0 0	11 9 9	
44	25	8	6	–	83	6·3	—	—	—	14 10 0	4 10 0	—	4 10 0	
17	17	18	10	9	71	9·7	1 3 0	—	—	32 16 8	2 4 8	10 0 0	a12 4 8	
6	17	12	4	14	53	11·7	1 2 9	—	—	30 0 0	1 12 5	10 0 0	a11 12 5	
32	20	22	9	7	90	11·	4 14 0	—	—	34 0 0	4 4 0	—	4 4 0	
34	28	12	17	10	101	10·	1 11 0	—	1 0 0	40 10 0	15 0 2	—	a15 0 2	
41	13	15	8	4	81	9·6	0 15 10	—	—	16 0 0	2 2 5	—	2 2 5	
28	53	20	6	3	110	11·2	0 18 2	1 17 7	3 0 0	79 3 4	5 7 8	—	5 7 8	
34	11	7	4	3	59	9·4	0 12 4	1 10 0	—	24 0 0	5 3 11	—	5 3 11	
13	17	7	5	–	42	10·8	0 10 7	1 10 0	—	28 0 0	1 6 3	—	1 6 3	
24	15	11	14	9	73	11·	1 8 6	1 10 0	—	35 5 0	3 17 9	—	3 17 9	
38	52	25	8	13	136	10·6	1 19 10	2 5 0	1 0 0	46 13 4	16 16 10	—	16 16 10	
37	28	19	16	2	102	10·3	1 8 5	—	—	24 0 0	7 4 5	7 0 0	a14 4 5	
19	14	17	16	–	66	9·6	1 0 0	—	—	38 0 0	1 4 0	—	1 4 0	
29	36	30	20	9	124	10·	2 7 4	—	2 10 0	36 1 8	5 9 1	—	5 9 1	
28	22	11	12	21	94	10·3	2 7 10	—	5 0 0	44 0 0	7 16 6	—	7 16 6	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
124	7260	Kilmacow, .	Kilmacow, . .		–	R.C.	R.C.	–	115	115	–	70	70	44
125	7312	Burnchurch, .	Burnchurch, .		–	E.C.	R.C.	74	55	129	47	35	82	45
126	7363	Tullahaught, .	Kilmacoliver, m.		R.C.	–	R.C.	85	–	85	45	–	45	23
127	7481	Kilmoganny, .	Kilmoganny, m.		R.C.	–	R.C.	134	–	134	88	–	88	51
128	7523	Do. . .	Do. . . f.		R.C.	–	R.C.	–	105	105	–	78	78	41
129	7586	Tullahaught, .	Kilmacoliver, f.		R.C.	–	R.C.	–	81	81	–	48	48	29
130	7627	Ballyhall, .	Ballyhall, . m.		R.C.	–	R.C.	79	–	79	60	–	60	31
131	7628	Dungarvan, .	Dungarvan, f.		–	E.C.	R.C.	–	121	121	–	89	89	45
132	7674	Dunbell, . .	Dunbell, . .		R.C.	–	R.C.	59	56	115	44	41	85	34
133	7675	Dungarvan, .	Dungarvan, m.		–	E.C.	R.C.	103	–	103	80	–	80	42
134	7727	Castlecomer, .	Clogh, . f.		R.C.	–	R.C.	–	134	134	–	116	116	49
135	7763	Clonamerry, .	Woodstock, f.	v.c.	–	E.C.	R.C.	–	85	85	–	64	64	43
136	7773	Kilfane, . .	Kilfane, . .		–	E.C.	R.C.	44	23	67	29	18	47	27
137	7902	Urlingford, .	Urlingford, f.		R.C.	–	R.C.	–	160	160	–	122	122	70
138	7914	Ballyhall, .	Ballyhall, . f.		R.C.	–	R.C.	–	117	117	–	72	72	29
139	8084	Urlingford, .	Urlingford, m.		R.C.	–	R.C.	159	–	159	105	–	105	55
			Do. . . evg.		–	–	–	122	–	122	67	–	67	20
140	8244	Kilmacahill, .	Paulstown, . m.		R.C.	–	R.C.	140	–	140	107	–	107	53
141	8562	Kilmanagh, .	Kilmanagh, .		R.C.	–	R.C.	79	59	138	51	39	90	47
142	8579	Portnascully, .	Carrigeen, . f.		R.C.	–	R.C.	–	110	110	–	98	98	56
143	8667	Dunkitt, . .	Ballykeoban, m.		R.C.	–	R.C.	99	–	99	58	–	58	35
144	8689	Do. . .	Do. . . f.		R.C.	–	R.C.	–	85	85	–	58	58	35
145	8845	St. Canice, .	Thornback, . .		R.C.	–	R.C.	90	67	157	40	29	69	33
146	8867	Tiscoffin, . .	Rivannagh, . f.		R.C.	–	R.C.	–	77	77	–	53	53	29
147	8979	Ballyhale, .	Cashelgannon, .		R.C.	–	R.C.	69	68	137	43	32	75	39
148	9133	Callan, . .	Callan, No. 2, f.		R.C.	–	R.C.	–	170	170	–	117	117	47
149	9214	Tullaroan, .	Ballybeigh, . .		R.C.	–	R.C.	47	38	85	44	36	80	50
			Total of Ordinary Schools, 149, .					9,801	8,032	17,833	6,683	5,867	12,550	6,751
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	6981	St. Patrick's, .	Kilkenny Dist. Model m.	v.c.	–	Comrs. of Nat. Ed.	R.C.	174	–	174	107	–	107	86
2	6982	Do. . .	Do. . . f.	v.c.	–		R.C.	–	157	157	–	90	90	72
3	6983	Do. . .	Do. . . i.	v.c.	–		E.C.	82	101	183	42	47	89	70
4	5251	Clonamerry, .	Woodstock 1st class Agri.	v.c.	–	E.C.	R.C.	84	–	84	66	–	66	42
5	6189	Fiddown, .	Piltown do.		–	E.C.	Pres.	100	–	100	72	–	72	46
6	4881	Aghavilla, .	Ballyglass Ord. Ag.		–	E.C.	R.C.	58	34	92	53	31	84	50
7	6183	Whitechurch, .	Whitechurch do.	v.c.	E.C.	E.C.	R.C.	75	53	128	52	34	86	42
8	6919	Clonmore, .	Clonmore do.		–	E.C.	R.C.	73	76	149	54	49	103	58
9	806	St. Mary's, .	Kilkenny Conv., f.		–	R.C.	R.C.	–	690	690	–	422	422	318
10	5437	Pollrone, .	Mooncoin do.		–	R.C.	R.C.	–	288	288	–	206	206	140
11	9134	Grange Silvia, .	Goresbridge do.		R.C.	–	R.C.	–	164	164	–	159	159	74
12	3378	Callan, .	Callan Workhouse,		–	Poor Law Guardians.	R.C.	65	63	128	48	44	92	75
13	3507	St. John's, .	Kilkenny do.		–		R.C.	99	81	180	89	81	170	139
14	6278	Thomastown, .	Thomastown do.		–		R.C.	44	58	102	31	44	75	59
15	6625	Urlingford, .	Urlingford do.		–		R.C.	49	28	77	40	23	63	52
16	6947	Castlecomer, .	Castlecomer do.		–		R.C.	13	47	60	9	25	34	28
			Total of Special Schools, 16, .					916	1840	2,756	663	1255	1,918	1351
			Grand Total for Co. Kilkenny, 165,					10,717	9,872	20,589	7,346	7,122	14,468	8,102

[a] Residence free.

1863.—Province of Leinster : County of Kilkenny—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
33	19	22	7	7	88	9·2	3 18 1	—	—	28 0 0	5 0 1	—	5 0 1	
22	27	18	17	13	97	11·5	1 17 9	—	—	53 13 4	8 1 10	12 0 0	[a]20 1 10	
15	10	12	7	5	49	9·9	1 6 0	—	—	17 5 0	2 7 4	—	2 7 4	
21	22	14	23	16	96	10·	3 3 6	—	2 0 0	80 1 8	9 11 8	10 10 0	[a]20 1 8	
25	23	10	11	13	82	11·3	4 14 7	—	—	47 0 0	9 9 9	7 10 0	[a]16 19 9	
24	10	17	5	2	58	9·	0 8 0	—	—	23 3 4	2 16 9	—	2 16 9	
23	13	13	10	–	59	8·5	0 10 3	1 10 0	—	15 0 0	6 4 10	1 5 0	7 9 10	
24	30	18	13	9	94	10·1	3 17 7	1 10 0	—	53 13 4	4 16 0	20 0 0	[a]24 16 0	
29	30	14	1	3	77	9·	0 10 0	1 10 0	1 0 0	26 0 0	4 2 8	—	4 2 8	
29	28	13	13	6	89	10·	1 18 2	1 10 0	—	57 3 4	7 18 6	26 0 0	[a]33 18 6	
50	35	13	12	13	123	10·1	—	1 10 0	—	41 16 8	1 6 1	—	1 6 1	
20	24	6	6	8	64	11·1	—	1 10 0	—	31 8 4	3 5 7	—	3 5 7	
21	7	13	7	2	50	9·9	0 11 7	1 10 0	—	24 0 0	3 5 6	—	3 5 6	
47	39	18	23	2	129	10·	1 10 5	3 12 8	—	51 12 0	5 1 8	—	5 1 8	
27	20	13	10	4	74	13·5	0 16 6	—	—	20 0 0	4 18 10	—	4 18 10	
37	34	36	11	3	121	10·2	2 2 1	2 18 9	—	53 15 0	7 1 6	—	[a]7 1 6	
–	40	33	23	–	96	13·9					1 3 8	—	1 3 8	
50	38	10	8	6	112	10·3	0 10 6	—	—	28 16 8	7 16 6	—	7 16 6	
43	30	17	13	5	108	10·5	1 17 6	—	—	24 10 0	9 12 2	—	9 12 2	
44	30	10	9	–	93	9·3	0 16 3	—	—	30 0 0	7 12 0	—	7 12 0	
19	24	9	7	4	63	11·3	0 5 5	—	—	23 3 4	4 15 3	—	4 15 3	
34	21	11	5	–	71	11·	0 19 0	—	—	16 0 0	5 4 1	—	5 4 1	
31	28	22	9	–	90	10·2	0 13 7	—	—	15 0 0	3 6 8	—	3 6 8	
11	18	9	6	–	44	9·	0 12 4	—	—	18 0 0	2 12 4	—	2 12 4	
36	31	15	12	–	94	10·	1 12 8	—	—	14 0 0	2 8 3	—	2 8 3	
38	54	30	28	5	155	15·	18 12 3	5 0 0	—	16 15 0	4 15 8	5 0 0	9 15 8	
26	26	13	20	–	85	10·2	1 4 8	4 10 0	—	1 5 0	2 5 6	—	2 5 6	
4,658	4,043	2,559	1,701	887	13,848		277 16 0	102 13 10	122 10 0	5,074 2 11	713 11 8	258 8 4	972 0 0	
17	19	37	29	24	126	11·								
1	27	44	24	26	122	11·3	17 16 0	53 8 5	—	679 17 7	67 14 11	—	67 14 11	
70	47	13	–	–	130	5·6								
27	16	9	8	7	67	12·1	2 4 10	—	—	57 3 4	3 7 1	14 8 7	17 15 8	
12	26	21	9	11	79	10·5	3 17 0	1 10 0	4 0 0	40 10 0	11 9 7	20 3 7	[a]31 13 2	
36	19	22	8	2	87	9·7	—	2 0 6	—	28 0 0	4 0 0	5 0 0	[a]9 0 0	
26	22	23	15	5	91	11·5	1 18 8	—	—	51 0 0	5 13 0	7 0 0	[a]12 13 0	
49	24	15	11	8	107	9·2	0 12 7	1 17 6	—	50 6 8	4 9 9	4 17 6	9 7 3	
198	120	83	48	15	464	7·5	15 19 11	—	3 0 0	141 19 2	—	—	—	
117	42	33	32	8	232	9·5	9 5 6	2 12 6	—	52 5 0	—	—	—	
80	45	21	18	–	164	10·	6 19 0	7 0 0	—	14 3 4	—	—	—	
34	34	15	8	3	94	8·7	4 2 9	—	5 0 0	—	—	—	—	
105	48	28	17	–	198	10·	7 14 2	—	7 10 0	—	—	—	—	
39	15	13	8	2	77	9·	2 16 0	1 17 6	12 0 0	—	—	—	—	
38	6	9	3	2	58	10·2	2 10 8	—	1 10 0	—	—	—	—	
17	15	4	3	1	40	9·0	—	—	—	—	—	—	—	
866	525	390	241	114	2,136		75 17 1	70 6 5	33 0 0	1115 5 1	96 14 4	51 9 8	148 4 0	
5,524	4,568	2,949	1,942	1,001	15,984		353 13 1	173 0 3	155 10 0	6,189 8 0	810 6 0	309 18 0	1,120 4 0	

I.—List of Schools in operation on the

KING'S

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	809	Ballyboy, . .	Ballyboy, . .		R.C.	–	R.C.	72	56	128	46	31	77	41
2	810	Ballymacwilliam,	Trimblestown, .		R.C.	–	R.C.	58	49	107	35	29	64	34
3	812	Clonsast, . .	Clonbullock, m.	V.T.	R.C.	–	R.C.	71	–	71	43	–	43	19
4	813	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	52	52	–	42	42	15
5	814	Croghan, . .	Cannakill, . .		R.C.	–	R.C.	81	86	167	44	51	95	51
6	818	Geashill, . .	Walshisland, .		R.C.	–	R.C.	50	42	92	32	30	62	24
7	819	Kilclonfert, .	Kilclonfert, . .		R.C.	–	R.C.	56	49	105	39	35	74	42
8	821	Killaderry, .	Philipstown, m.	V.T.	R.C.	–	R.C.	166	–	166	88	–	88	48
9	825	Reynagh, .	Banagher, . m.		–	R.C.	R.C.	97	–	97	56	–	56	31
10	827	Dunkerrin, .	Congort Park, .		–	E.C.	E.C.	86	52	138	62	37	99	53
11	1303	Ballycommon, .	Kilmurry, . .	V.T.	R.C.	–	R.C.	53	33	86	34	26	60	30
12	1426	Monasteroris, .	Edenderry, . m.	V.T.	R.C.	–	R.C.	164	–	164	116	–	116	64
13	1562	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	200	200	–	125	125	74
14	1719	Ballykane, .	Cloneygown, m.		R.C.	–	R.C.	62	60	122	30	37	67	35
15	1721	Geashill, . .	Killeigh, . .	V.T.	R.C.	–	R.C.	89	83	172	47	39	86	39
16	1966	Birr, . .	Parsonstown, .		R.C.	–	R.C.	182	–	182	125	–	125	50
17	2414	Do. . .	Thomastown, f.	V.T.	R.C.	–	R.C.	41	56	97	26	40	66	31
18	2431	Ballykane, .	Raheen, . .	V.T.	R.C.	–	R.C.	103	92	195	61	39	100	41
19	2842	Eglish, . .	Eglish, . .		R.C.	–	R.C.	62	35	97	37	21	58	28
20	3190	Clonsast, . .	Brackna, . .		–	E.C.	E.C.	34	33	67	26	27	53	31
21	3691	Clonmacnoise, .	Clonfanlough, .		R.C.	–	R.C.	77	70	147	43	32	75	38
22	4008	Dunkerrin, .	Clooneganna, .	V.T.	R.C.	–	R.C.	59	43	102	36	30	66	32
23	4080	Geashill, . .	Killurine, . .		R.C.	–	R.C.	68	57	125	51	47	98	45
24	4711	Litter, . .	Cadamstown, .		R.C.	–	R.C.	61	56	117	41	34	75	40
25	4971	Clonsast, . .	Brackna, . f.		R.C.	–	R.C.	–	88	88	–	57	57	21
26	5158	Do. . .	Do. . . m.		R.C.	–	R.C.	62	–	62	41	–	41	19
27	5203	Geashill, . .	Meelehans, . .		R.C.	–	R.C.	67	40	107	35	19	54	23
28	5204	Do. . .	Ballinagar, . .		R.C.	–	R.C.	81	62	143	39	29	68	37
29	5441	Shinrone, .	Shinrone, . m.		R.C.	–	R.C.	122	–	122	82	–	82	44
30	5522	Lynally, . .	Muckloo, . .		R.C.	–	R.C.	75	40	115	46	19	65	30
31	5748	Rahan, . .	Island Parish, m.		R.C.	–	R.C.	89	–	89	59	–	59	20
32	5749	Do. . .	Do. . . f.		R.C.	–	R.C.	–	84	84	–	58	58	24
33	5778	Ardnurcher, .	Horseleap, . m.		R.C.	–	R.C.	132	–	132	71	–	71	39
34	5779	Do. . .	Do. . . f.		R.C.	–	R.C.	–	121	121	–	76	76	35
35	5788	Birr, . .	Crinkle, . m.		R.C.	–	R.C.	109	–	109	69	–	69	35
36	5882	Templehanny, .	Emill, . .	V.C.	R.C.	–	R.C.	74	69	143	45	39	84	37
37	5883	Do. . .	Moneygall, . .	V.C.	R.C.	–	R.C.	89	95	184	57	64	121	60
38	5913	Ballyboy, .	Frankford, [a] . f.		R.C.	–	R.C.	–	109	109	–	70	70	40
39	5971	Gallen, . .	Cloghan, . m.	V.C.	R.C.	–	R.C.	157	–	157	89	–	89	45
40	5972	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	161	161	–	81	81	30
41	6072	Killoughy, .	Mount Bolus, m.		R.C.	–	R.C.	82	–	82	51	–	51	25
42	6073	Do. . .	Do. . . f.		R.C.	–	R.C.	–	109	109	–	66	66	33
43	6120	Shinrone, .	Shinrone, . f.		R.C.	–	R.C.	–	138	138	–	74	74	33
44	6175	Birr, . .	Crinkle, tem. f.		R.C.	–	R.C.	–	126	126	–	83	83	41
45	6275	Ettagh, . .	Coolderry, . m.		R.C.	–	R.C.	104	–	104	64	–	64	29
46	6407	Drumcullen, .	Killyon, . .		R.C.	–	R.C.	66	57	123	44	41	85	41
47	6408	Wherry, . .	Ferbane, . .		R.C.	–	R.C.	107	–	107	70	–	70	37
48	6409	Killaderry, .	Philipstown, f.	V.T.	R.C.	–	R.C.	–	125	125	–	82	82	42
49	6427	Roscrea, . .	Dromakeenan, .		R.C.	–	R.C.	92	75	167	53	46	99	47
50	6585	Kilbride, . .	Clara, . m.		R.C.	–	R.C.	288	–	288	196	–	196	98
51	6597	Roscrea, . .	Killavilla, . .		R.C.	–	R.C.	40	60	100	29	33	62	31
52	6666	Shinrone, .	Ballinacor, . f.		R.C.	–	R.C.	23	22	45	18	18	36	18
53	7106	Reynagh, . .	Garbally, . .		R.C.	–	R.C.	45	26	71	30	15	45	24
54	7163	Ballyboy, .	Frankford, . m.		R.C.	–	R.C.	102	–	102	57	–	57	29
55	7164	Gallon, . .	Shannon Harbour,		R.C.	R.C.	R.C.	66	50	116	45	37	82	41
56	7191	Killoughy, .	Gortnamona, .	V.C.	R.C.	–	R.C.	51	53	104	29	33	62	28
57	7804	Castlejordan, .	Garr, . . .		R.C.	–	R.C.	60	55	115	38	40	78	30
58	7960	Kilcommon, .	Clonlesk, . m.		R.C.	–	R.C.	68	–	68	59	–	59	29
59	7961	Do. . .	Do. . . f.		R.C.	–	R.C.	–	89	89	–	47	47	19
60	7984	Birr, . .	William-street, .		Pres.	–	Pres	121	52	173	83	35	118	67
61	8116	Monasteroris, .	Ballymoran, .		R.C.	–	R.C.	44	34	78	31	22	53	21
62	8172	Clonmacnoise, .	Shannonbridge, .		R.C.	–	R.C.	77	60	137	53	32	85	48

[a] Residence free.

1st December, 1863.—Province of LEINSTER—*continued.*

COUNTY—96 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in aid of Salary.			
							In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
32	34	10	8	14	98	10·	0 18 0	—	—	42 5 0	13 12 0	—	13 12 0	
20	22	10	7	15	74	10·8	1 6 0	—	—	44 16 8	7 7 0	4 0 0	[a]11 7 0	
25	12	7	6	–	50	9·9	1 5 0	—	—	28 0 0	2 0 0	—	2 0 0	
18	10	19	3	2	52	11·	0 15 10	—	—	16 0 0	1 15 10	—	1 15 10	
63	38	17	12	–	130	9·5	2 1 0	—	—	27 2 6	5 18 6	3 0 0	[a]8 18 6	
15	38	13	7	1	74	10·3	1 7 9	—	—	24 0 0	—	—	—	
29	21	8	21	4	83	10·6	1 3 0	—	3 0 0	26 0 0	2 3 10	1 0 0	[a]3 3 10	
33	29	12	6	12	92	9·1	2 12 2	—	5 0 0	56 6 8	4 7 3	—	[a]4 7 3	
19	29	13	5	5	71	10·6	0 16 0	—	—	32 0 0	4 13 6	—	4 13 6	
39	23	20	8	14	104	9·7	1 8 1	—	1 10 0	58 0 0	—	48 0 0	[a]48 0 0	
38	14	7	9	–	68	11·2	—	—	—	36 0 0	1 1 8	1 0 0	2 1 8	
35	35	19	13	15	117	11·7	1 16 6	—	—	62 15 0	9 9 3	1 0 0	[a]10 9 3	
32	28	27	21	23	131	11·5	3 16 3	—	1 5 0	64 16 1	8 4 11	—	[a]8 4 11	
37	28	10	12	4	91	10·	—	—	—	21 2 6	4 17 4	—	4 17 4	
34	45	16	10	–	105	9·5	2 12 6	—	—	22 6 8	1 15 0	—	1 15 0	
47	38	13	5	4	107	9·1	1 16 2	—	—	59 0 0	5 7 6	5 0 0	[a]10 7 6	
13	30	16	12	2	73	8·2	0 5 0	—	—	16 0 0	3 9 7	1 0 0	[a]4 9 7	
39	24	17	3	4	87	11·9	0 10 3	1 17 6	—	28 7 6	—	2 17 6	2 17 6	
22	13	14	9	3	61	9·5	1 0 6	—	—	14 0 0	4 5 5	—	4 5 5	
21	18	8	7	4	58	10·4	0 12 6	—	—	24 0 0	—	18 0 0	[a]18 0 0	
27	23	20	8	8	86	9·5	0 15 3	—	1 0 0	28 0 0	3 16 5	0 10 0	4 6 5	
32	27	8	9	4	80	9·5	0 13 6	—	—	24 0 0	8 9 6	—	8 9 6	
17	30	17	22	11	97	10·3	2 2 0	1 17 6	—	26 0 0	5 0 3	—	5 0 3	
39	20	9	11	–	79	9·	0 12 8	—	—	25 6 8	5 1 10	—	5 1 10	
24	13	11	10	10	68	10·	0 17 1	—	1 0 0	30 0 0	2 10 0	—	2 10 0	
10	10	10	10	5	45	10·7	0 15 0	—	—	24 0 0	0 10 0	1 0 0	1 10 0	
29	22	11	10	2	74	10·2	0 19 5	—	—	18 0 0	4 14 4	—	4 14 4	
42	29	13	7	1	92	10·1	1 13 1	—	—	36 2 6	1 15 6	—	[a]1 15 6	
40	29	11	8	8	96	9·3	1 13 10	1 10 0	3 0 0	26 5 0	2 13 3	—	2 13 3	
45	22	11	2	2	82	9·2	1 3 10	—	—	17 15 0	2 6 1	2 0 0	[a]4 6 1	
38	15	8	6	–	67	9·1	1 2 1	—	—	18 0 0	3 10 9	—	3 10 9	
37	14	8	5	–	64	8·1	0 12 3	—	—	16 0 0	2 11 8	—	2 11 8	
32	38	14	4	9	97	9·4	4 3 2	—	1 0 0	43 10 0	1 10 0	—	1 10 0	
39	32	13	14	3	101	8·9	1 0 3	—	—	30 0 0	—	—	—	
27	19	10	13	1	70	7·8	1 11 6	—	—	34 0 0	5 16 4	—	5 16 4	
26	30	13	13	–	82	10·2	1 6 9	—	—	35 19 11	0 17 6	—	0 17 6	
38	25	23	9	12	107	8·6	1 13 0	1 17 6	1 10 0	57 5 0	4 17 1	—	4 17 1	
37	14	14	5	7	77	9·	1 0 6	—	—	35 3 4	12 4 10	—	12 4 10	
57	31	12	7	2	109	10·3	1 0 10	—	—	30 8 4	14 9 0	—	14 9 0	
41	25	25	6	–	97	10·2	1 18 3	—	1 0 0	16 0 0	4 8 6	—	4 8 6	
10	24	6	11	5	56	9·6	0 12 9	—	—	24 0 0	1 11 1	—	1 11 1	
35	24	12	12	2	85	8·6	1 8 8	—	—	36 0 0	3 8 2	—	3 8 2	
33	14	17	12	10	86	9·5	1 8 3	—	—	24 0 0	3 4 5	—	3 4 5	
44	17	13	12	4	90	8·6	1 0 0	—	2 0 0	30 10 0	4 2 1	—	4 2 1	
30	17	18	10	–	75	11·2	0 11 9	—	—	21 0 0	3 14 10	—	3 14 10	
20	41	17	15	6	99	9·6	1 4 1	1 10 0	—	32 0 0	6 0 6	3 0 0	[a]9 0 6	
34	31	7	15	–	87	12·	0 12 6	1 10 0	—	38 0 0	2 12 0	—	2 12 0	
50	13	9	9	5	86	8·6	2 7 5	1 17 6	—	37 15 0	0 14 4	—	0 14 4	
43	31	14	13	7	108	9·6	0 18 0	—	1 10 0	29 0 0	9 17 7	—	9 17 7	
89	57	54	26	8	234	9·4	4 14 8	—	—	39 0 0	0 18 7	—	0 18 7	
39	26	11	6	–	82	8·8	0 13 2	—	—	20 0 0	1 2 0	—	1 2 0	
13	16	6	3	2	40	9·3	0 10 6	—	—	14 0 0	—	—	—	
16	12	12	8	–	48	9·2	0 11 0	1 10 0	1 0 0	18 0 0	2 14 3	—	2 14 3	
19	24	8	4	5	60	9·	0 10 3	—	—	25 16 8	6 13 9	—	6 13 9	
46	30	12	5	–	93	8·9	0 14 1	—	—	13 10 0	5 10 6	—	5 10 6	
40	17	15	4	1	77	9·4	1 2 0	—	—	42 0 0	2 11 0	5 0 0	7 11 0	
31	35	23	9	9	107	10·	1 11 3	1 10 0	—	24 0 0	5 0 0	—	5 0 0	
28	27	11	10	–	76	9·1	1 7 7	—	—	15 0 0	2 15 0	—	2 15 0	
20	13	15	6	–	54	9·3	0 10 3	—	—	14 0 0	1 7 4	—	1 7 4	
54	33	24	14	9	134	9·9	3 5 8	—	—	50 0 0	2 10 0	29 10 0	32 0 0	
24	16	2	10	–	52	10·1	0 10 3	—	—	16 0 0	1 14 6	1 1 0	2 15 6	
29	27	23	9	10	98	7·5	1 6 0	—	—	38 13 4	6 14 4	—	6 14 4	

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN A

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females.	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily
63	8262	Lemanaghan, .	Boher, . m.		R.C.	–	R.C.	98	–	98	52	–	52	
64	8321	Birr, . .	Fortall, . .		R.C.	–	R.C.	38	32	70	32	28	60	
65	8347	Aghancon, .	Aghancon, . .		–	E.C.	E.C.	50	42	92	41	34	75	
66	8362	Tisaran, . .	High-street, .		R.C.	–	R.C.	76	84	160	39	45	84	
67	8378	Ballymacwilliam,	Rhode, . .		R.C.	–	R.C.	70	64	134	49	45	94	
68	8609	Ettagh, . .	Coolderry, . f.		R.C.	–	R.C.	–	93	93	–	59	59	
69	8616	Durrow, . .	Durrow, . .		R.C.	–	R.C.	71	52	123	42	33	75	
70	8668	Kinnitty, . .	Kinnitty, . .		R.C	–	R.C.	67	54	121	40	32	72	
71	8681	Lemanaghan, .	Boher, . f.		R.C.	–	R.C.	–	87	87	–	51	51	
72	8794	Wheery, . .	Ferbane, . f.		R.C.	–	R.C.	–	101	101	–	70	70	
73	8868	Kilbride, . .	Ballycowan, .		R.C.	–	R.C.	63	43	106	36	26	62	
74	8938	Kilmanaghan, .	Tubber, . m.		R.C.	–	R.C.	85	–	85	61	–	61	
			Do. . . evg.		–	–	–	32	–	32	26	–	26	
75	8939	Do. . .	Do. . . f.		R.C.	–	R.C.	–	101	101	–	67	67	
76	8987	Reynagh, . .	Crank, . .		R.C.	–	R.C.	95	58	153	36	36	72	
77	8988	Tisaran, . .	Lislooney, . .		–	E.C.	R.C.	28	32	60	22	25	47	
78	9046	Kilbride, . .	Clara, . .		E.C.	–	E.C.	24	13	37	21	8	29	
79	9089	Do. . .	Tullamore, . .		Diss.	–	Diss.	26	13	39	24	9	33	
80	9191	Geashill, . .	Geashill, . .		–	E.C.	R.C.	62	56	118	33	32	65	
81	9225	Kinnitty, .	Longford, . .		R.C.	–	R.C.	30	24	54	25	18	43	
82	9226	Cullenwaine, .	Cullenwaine, .		R.C.	–	R.C.	27	28	55	22	23	45	
			Total of Ordinary Schools, 82, .					5,227	4,181	9,408	3,302	2,609	5,911	2,9
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	7949	Parsonstown, .	Parsonstown Minor Model, . m.	v.c.	–	Commrs. of N.E.	R.C.	111	–	111	82	–	82	6
2	7950	Do. . .	Do. . . f.	v.c.	–	Commrs. of N.E.	E.C.	–	77	77	–	59	59	4
3	7951	Do. . .	Do. . . i.	v.c.	–	Commrs. of N.E.	R.C.	18	32	50	10	21	31	2
4	824	Rahan, . .	Rahan 1st class Agl.	v.c.	R.C.	–	R.C.	125	–	125	91	–	91	5
5	6721	Kilcoleman, .	Ballyegan Ord. do.	v.c.	–	R.C.	R.C.	59	37	96	38	24	62	4
6	823	Rahan, . .	Killina Convent, f.		R.C.	–	R.C.	–	154	154	–	131	131	6
7	2080	Kilbride, . .	Tullamore do.	v.t.	R.C.	–	R.C.	104	439	543	55	359	414	18
8	3220	Birr, . .	Birr do.		R.C.	–	R.C.	–	482	482	–	331	331	18
9	7471	Cloneyhorke, .	Portarlington do.		R.C.	–	R.C.	–	277	277	–	196	196	10
10	8982	Kilbride, . .	Clara, do. f.		R.C.	–	R.C.	–	254	254	–	173	173	8
11	9227	Reynagh, .	Bannagher do, .		R.C.	–	R.C.	–	176	176	–	149	149	11
12	3364	Monasteroris, .	EdenderryWorkho.		–	Poor Law Guards.	R.C.	69	63	132	48	41	89	5
13	3446	Kilbride, . .	Tullamore do.		–	Poor Law Guards.	R.C.	70	77	147	48	45	93	7
14	7989	Birr, . .	Parsonstown, do.		–	Poor Law Guards.	R.C.	54	110	164	31	72	103	7
			Total of Special Schools, 14,					610	2,178	2,788	403	1,601	2,004	1,16
			Grand Total for King's Co. 96,					5,837	6,359	12,196	3,705	4,210	7,915	4,12

COUNTY O

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	856	Templemichael,	Longford, . m.		R.C.	–	R.C.	206	–	206	109	–	109	7
2	858	Clonbroney, .	Clonbroney, .		R.C.	–	R.C.	60	69	129	28	31	59	2
3	859	Dromara, .	Moyne, . .		R.C.	–	R.C.	132	88	220	80	46	126	6
4	860	Forgney, . .	Forgney, . .		R.C.	–	R.C.	56	60	116	33	35	68	3
5	1158	Columbkill, .	Cloonagh, . .		R.C.	–	R.C.	91	–	91	58	–	58	2
6	1174	Clonbroney, .	Balnalee, . m.	v.t.	R.C.	–	R.C.	95	–	95	65	–	65	3
7	1177	Ardagh, . .	Loughill, . .		R.C.	–	R.C.	50	31	81	39	22	61	3
8	1[illegible]	Granard, . .	Killeen, . m.	v.t.	R.C.	–	R.C.	64	–	64	44	–	44	2

* Residence free.

1863.—Province of Leinster: King's County—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
26	11	8	9	3	67	10·1	—	1 10 0	—	18 1 8	4 3 9	—	4 3 9
18	18	12	8	6	62	9·5	1 10 9	—	—	26 3 4	7 3 6	—	7 3 6
26	20	12	14	–	72	10·7	0 19 9	1 10 0	—	12 18 4	—	3 0 0	[a]3 0 0
58	32	14	18	–	122	10·5	—	1 10 0	—	24 6 8	2 19 10	—	2 19 10
48	31	18	13	9	119	9·2	0 14 6	2 12 6	—	25 6 8	4 17 6	—	4 17 6
26	12	11	10	5	64	9·1	1 3 3	—	—	17 0 0	3 9 0	—	3 9 0
47	20	14	7	–	88	9·5	0 16 6	—	—	18 0 0	2 10 8	—	[a]2 10 8
27	32	12	8	7	86	10·1	1 6 9	—	1 0 0	24 0 0	2 14 10	—	2 14 10
26	19	9	9	1	64	9·	0 15 0	—	—	20 10 0	2 12 0	—	2 12 0
31	30	16	11	–	88	10·4	1 9 6	—	—	27 5 0	2 12 6	—	2 12 6
15	23	12	1	1	52	9·8	0 10 9	—	—	24 0 0	—	—	—
29	32	8	5	–	74	9·9	1 1 6	4 0 0	—	17 18 4	2 12 0	—	2 12 0
2	11	16	3	–	32	15·	—	—	—	—	0 10 2	—	0 10 2
37	28	5	14	–	84	9·6	5 4 0	0 19 0	—	17 0 0	1 12 8	—	1 12 8
9	16	8	7	4	44	11·	—	—	—	31 13 4	0 1 11	6 13 4	6 15 3
18	18	14	1	–	51	9·4	0 8 11	—	—	24 0 0	4 19 6	5 5 0	[a]10 4 6
10	6	4	6	–	26	9·6	5 18 8	—	—	9 3 4	2 1 0	19 16 6	[b]21 17 6
6	6	3	7	8	30	8·9	5 5 2	4 0 0	—	10 0 0	23 16 0	11 0 0	[b]34 16 0
57	42	9	5	3	116	9·2	12 18 10	5 9 4	—	15 16 8	1 8 9	13 17 8	[a]15 6 5
17	23	–	14	–	54	10·6	0 5 0	4 0 0	—	2 0 0	1 14 0	—	1 14 0
23	13	17	–	–	53	9·8	1 0 4	4 0 0	—	6 0 2	2 0 0	—	2 0 0
2,601	1,985	1,088	756	341	6,771		121 16 6	44 10 10	24 15 0	2,251 2 8	316 6 11	186 11 0	502 17 11
–	18	31	23	14	86	12·4	11 10 1	14 17 9	—	396 18 3	107 11 9	—	107 11 9
–	12	16	15	15	58	12·2							
15	10	4	–	–	29	5·6							
24	35	12	13	13	97	11·2	6 8 6	—	—	82 8 4	6 11 1	4 0 0	10 11 1
23	24	15	9	4	75	9·7	0 10 3	—	—	34 0 0	9 1 0	—	9 1 0
40	38	31	21	–	130	11·6	5 18 10	—	1 10 0	18 6 8	—	—	—
251	66	105	28	12	462	7·5	9 14 8	4 10 0	8 0 0	73 17 6	5 7 9	—	5 7 9
171	81	60	32	16	360	9·6	10 13 2	8 8 0	11 10 0	55 15 0	18 12 5	—	18 12 5
120	74	33	26	18	271	9·2	2 13 6	6 12 0	7 0 0	69 6 8	—	—	—
112	40	36	8	–	196	11·5	1 0 3	—	—	30 5 0	2 5 10	—	2 5 10
92	18	41	15	10	176	9·	1 1 5	6 0 0	—	6 5 0	3 11 11	—	3 11 11
46	23	11	8	3	91	9·1	5 4 3	—	—	—	—	—	—
45	30	16	10	–	101	7·7	3 16 9	—	4 0 0	—	—	—	—
79	25	12	12	–	128	7·9	2 0 3	—	4 0 0	—	—	—	—
1,018	494	423	220	105	2,260		60 11 11	40 7 9	36 0 0	767 2 5	153 1 9	4 0 0	157 1 9
3,619	2,479	1,511	976	446	9,031		182 8 5	84 18 7	60 15 0	3,018 5 1	469 8 8	190 11 0	659 19 8

LONGFORD—90 Schools.

–	–	59	32	18	109	12·1	5 19 1	0 19 0	15 10 0	71 1 8	14 13 3	—	[a]14 13 3
51	20	11	6	–	88	8·4	0 11 6	—	1 0 0	20 0 0	0 8 4	—	0 8 4
51	49	14	14	12	140	10·1	2 10 1	—	—	45 12 6	3 14 0	—	3 14 0
46	17	11	2	3	79	9·	0 17 3	—	—	15 0 0	1 10 6	—	1 10 6
38	20	6	7	10	81	11·8	0 10 0	—	1 10 0	33 0 0	1 15 6	—	1 15 6
39	26	7	8	3	83	10·	1 0 9	—	—	32 0 0	1 0 0	—	1 0 0
30	15	10	8	7	70	9·5	1 0 6	—	—	15 0 0	2 0 6	—	2 0 6
30	5	10	2	3	50	9·5	—	—	—	18 0 0	1 17 6	—	1 17 6

[b] House and garden free.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN ANI

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
9	1212	Granard, . .	Granard, . f.	V.T.	R.C.	–	R.C.	–	157	157	–	106	106	52
10	1308	Cashel, . .	Carrabeg, . m.	V.T.	R.C.	–	R.C.	93	–	93	54	–	54	25
11	1419	Templemichael,	Clonahard, . m.	B.	R.C.	–	R.C.	45	55	100	32	39	71	32
12	1420	Columbkill, .	Cloneen, . m.	V.T.	R.C.	–	R.C.	90	60	150	63	41	104	57
13	1437	Granard, . .	Killeen, . f.	V.T.	R.C.	–	R.C.	–	78	78	–	63	63	23
14	1495	Cashel, . .	Carrabeg, . f.	V.T.	R.C.	–	R.C.	–	107	107	–	72	72	34
15	1517	Granard, . .	Granard, . m.	V.T.	R.C.	–	R.C.	163	–	163	128	–	128	73
16	1568	Clonbroney, .	Balnalee, . f.	V.T.	R.C.	–	R.C.	–	112	112	–	73	73	35
17	1765	Shrule, . .	Ballymahon, m.		R.C.	–	R.C.	186	–	186	102	–	102	49
18	2083	Edgeworthstown,	Edgeworthstown,m.	V.T.	R.C.	–	R.C.	168	–	168	102	–	102	52
19	2084	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	184	184	–	115	115	60
20	2215	Carrickredmond,	Tinelick, . m.	V.T.	R.C.	–	R.C.	106	–	106	68	–	68	34
21	2438	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	115	115	–	81	81	37
22	2790	Clonbroney, .	Castlebrock, .	V.T.	R.C.	–	R.C.	53	56	109	58	59	117	55
23	3390	Killashee, .	Cloontagh, . f.	V.T.	–	R.C.	R.C.	–	126	126	–	71	71	35
24	3865	Shrule, . .	Ballymahon, f.		R.C.	–	R.C.	–	141	141	–	110	110	63
25	3866	Cashel, . .	Clerane, . .		R.C.	–	R.C.	81	84	165	35	30	65	28
26	3919	Columbkill, .	Dunbeggan, .		R.C.	–	R.C.	67	82	149	45	57	102	54
27	4082	Clonbroney, .	Coolarty, . .		Pres.	–	Pres.	32	49	81	24	35	59	31
28	4207	Moydow, . .	Moydow, . m.		R.C.	–	R.C.	90	–	90	62	–	62	35
29	4208	Do. . .	Do. . . f.		R.C.	–	R.C.	–	79	79	–	50	50	26
30	4263	Columbkill, .	Purth, . .		R.C.	–	R.C.	102	57	159	66	36	102	37
31	4628	Ardagh, . .	Glynn, . .		R.C.	–	R.C.	56	32	88	39	19	58	30
32	5022	Granard, . .	Aughabrack, .		R.C.	–	R.C.	78	71	149	48	45	93	31
33	5100	Do. . .	Aughnagarron, m.		R.C.	–	R.C.	112	–	112	63	–	63	34
34	5115	Kilglass, . .	Lenamore, . m.	V.C.	R.C.	–	R.C.	79	–	79	54	–	54	29
35	5116	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	96	96	–	65	65	31
36	5205	Do. . .	Ballycloghan, m.		R.C.	–	R.C.	53	65	118	38	48	86	41
37	5510	Granard, . .	Boulahy, . .		R.C.	–	R.C.	76	46	122	45	35	80	38
38	5511	Do. . .	Ferskhill, . .		R.C.	–	R.C.	59	31	90	38	23	61	27
39	5534	Street, . .	Coolamber, . f.		–	E.C.	E.C.	–	52	52	–	45	45	28
40	5602	Abbeylara, .	Abbeylara, . m.		R.C.	–	R.C.	73	–	73	45	–	45	25
41	5603	Granard, . .	Aughnagarron, f.		R.C.	–	R.C.	–	70	70	–	40	40	28
42	5714	Do. . .	Rockpark, . .		R.C.	–	R.C.	95	64	159	65	42	107	65
43	5915	Columbkill, .	Columbkill, . .		R.C.	–	R.C.	128	–	128	89	–	89	51
44	6112	Clonbroney, .	Lislea, . .		R.C.	–	R.C.	91	87	178	57	57	114	52
45	6612	Clongesh, . .	Newtownforbes, m.		R.C.	–	R.C.	102	–	102	68	–	68	42
46	6758	Killashee, .	Killashee, . .		R.C.	–	R.C.	66	57	123	45	42	87	42
47	6769	Carrick Edmond,	Currachreehan, .		R.C.	–	R.C.	24	39	63	17	30	47	26
48	6829	Shrule, . .	Gurteen, . .		R.C.	–	R.C.	80	71	151	36	32	68	34
49	7010	Killoe, . .	Cullyfad, . .		R.C.	–	R.C.	108	104	212	53	60	113	38
50	7070	Ardagh, . .	Ardagh, . m.		R.C.	–	R.C.	71	–	71	55	–	55	33
51	7071	Columbkill, .	Columbkill, . f.		R.C.	–	R.C.	–	89	89	–	69	69	36
52	7134	Killoe, . .	Drumlish, . f.		R.C.	–	R.C.	–	102	102	–	72	72	32
53	7165	Ardagh, . .	Ardagh, . f.		R.C.	–	R.C.	–	92	92	–	60	60	34
54	7324	Killoe, . .	Drumlish, . m.		R.C.	–	R.C.	118	–	118	75	–	75	41
55	7394	Columbkill, .	Cloonagh, . f.		R.C.	–	R.C.	–	68	68	–	49	49	26
56	7458	Kilcommoge, .	Kenagh, . f.		R.C.	–	R.C.	–	70	70	–	46	46	27
57	7517	Templemichael,	Melview, . m.		R.C.	–	R.C.	130	–	130	70	–	70	32
58	7518	Do. . .	Do. . . f.		R.C.	–	R.C.	–	125	125	–	66	66	31
59	7572	Kilcommoge, .	Kenagh, . m.		R.C.	–	R.C.	98	–	98	55	–	55	34
60	7642	Maestrin, .	Monedarragh, m.		R.C.	–	R.C.	118	–	118	65	–	65	29
61	7643	Maestrin, .	Monedarragh, f.		R.C.	–	R.C.	–	93	93	–	58	58	28
62	7732	Kilglass, . .	Carrickboy, . .		–	Pres.	Pres.	30	39	69	28	31	59	39
63	7740	Clongish, .	Kilmore, . .		R.C.	–	R.C.	65	65	130	33	33	66	29
64	7791	Killoe, . .	Soran, . .		R.C.	–	R.C.	63	56	119	46	37	83	34
65	7825	Street, . .	Coolamber, . m.		–	E.C.	E.C.	71	–	71	42	–	42	27
66	7877	Ballymacormack,	Stonepark, . m.		R.C.	–	R.C.	95	–	95	71	–	71	35
67	7878	Do. . .	Do. . . f.		R.C.	–	R.C.	–	70	70	–	54	54	30
68	7925	Columbkill, .	Clonbrack, . .		R.C.	–	R.C.	122	58	180	80	40	120	80
69	7931	Abbeylara, .	Abbeylara, . f.		R.C.	–	R.C.	–	73	73	–	42	42	26
70	8064	Rathreagh, .	Cluntymullen, .		R.C.	–	R.C.	59	47	106	47	35	82	47
71	8065	Columbkill, .	Molloy, . .		R.C.	–	R.C.	99	69	168	78	57	135	57

a Residence free.

1863.—Province of Leinster : County of Longford—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
36	40	14	25	14	129	9·	2	13	8	—			7	0	0	44	8	4	5	13	10	—			5	13	10
24	25	4	4	–	57	8·5	0	14	3	—			—			19	10	0	—			—			—		
33	20	6	10	1	70	10·6	1	1	2	—			—			16	0	0	0	16	6	—			0	16	6
33	46	14	22	12	127	10·	1	9	0	—			1	0	0	47	13	4	3	9	6	—			[a]3	9	6
31	19	15	11	4	80	10·	0	15	6	—			—			17	10	0	1	2	6	—			1	2	6
27	19	21	6	6	79	9·2	0	6	6	—			—			20	0	0	0	5	3	—			0	5	3
30	34	20	25	26	135	10·	1	19	8	—			2	0	0	75	13	4	12	14	0	—			12	14	0
42	34	17	7	7	107	10·1	0	10	0	—			2	0	0	29	10	0	1	3	2	—			1	3	2
62	26	11	8	6	113	9·	1	8	0	—			—			43	0	0	4	10	9	—			4	10	9
55	42	13	13	12	135	9·4	0	12	3	—			4	0	0	41	13	4	3	0	0	—			3	0	0
48	30	18	17	25	138	9·5	0	6	9	—			8	0	0	54	10	0	1	14	3	—			1	14	3
41	26	8	9	–	84	9·7	1	0	0	0	19	0	—			29	15	0	1	9	4	—			1	9	4
54	16	8	12	1	91	10·6	0	15	2	—			—			16	6	8	1	13	0	—			1	13	0
44	56	–	22	–	122	9·7	1	5	3	—			—			38	13	4	2	8	7	—			2	8	7
27	22	20	14	4	87	10·	1	10	9	—			2	0	0	21	5	0	1	5	0	—			1	5	0
53	23	21	16	9	122	9·5	1	14	11	1	17	6	—			44	0	0	2	15	0	—			2	15	0
43	18	12	5	–	78	9·5	0	6	0	—			—			15	0	0	—			—			—		
55	29	19	17	13	133	10·7	1	13	5	1	17	6	—			42	0	0	4	5	6	—			4	5	6
44	10	6	3	4	67	9·	1	10	0	—			—			27	5	0	—			6	0	0	6	0	0
28	13	7	10	5	63	11·2	0	18	2	1	10	0	—			33	0	0	2	2	5	—			2	2	5
34	11	5	9	–	59	10·	0	17	9	1	10	0	1	0	0	20	0	0	1	15	5	—			1	15	5
59	16	16	12	10	113	9·7	0	11	8	—			1	10	0	40	13	4	1	8	6	—			1	8	6
31	12	6	20	–	69	10·7	—			—			—			25	16	8	1	10	6	—			[a]1	10	6
54	20	19	8	4	105	10·2	0	5	0	—			—			15	13	4	1	3	0	—			1	3	0
29	27	5	20	12	93	10·9	0	13	0	—			3	10	0	47	3	4	2	2	0	—			2	2	0
33	9	7	4	7	60	9·3	0	11	9	—			—			31	1	1	3	15	0	—			3	15	0
20	27	21	3	2	73	9·4	0	10	3	—			—			24	0	0	1	14	11	—			1	14	11
52	33	10	9	–	104	8·4	1	2	6	1	10	0	—			22	0	0	1	15	0	—			1	15	0
39	22	19	17	15	112	10·1	—			1	10	0	2	0	0	32	3	4	1	14	8	—			1	14	8
51	15	8	12	4	90	9·1	0	15	4	1	10	0	—			18	0	0	1	10	6	—			1	10	6
27	9	5	3	3	47	9·	0	5	0	1	10	0	—			20	0	0	1	4	0	5	0	0	6	4	0
18	17	7	4	6	52	8·7	—			1	10	0	—			24	0	0	2	17	0	—			2	17	0
17	16	6	8	5	52	8·1	—			—			—			14	0	0	2	11	0	—			2	11	0
46	27	21	19	17	130	11·5	1	8	9	—			1	0	0	40	13	4	5	19	0	—			5	19	0
36	30	18	13	8	105	10·5	0	15	3	—			9	0	0	48	11	8	5	10	0	1	10	0	7	0	0
28	11	14	17	17	87	13·2	0	12	0	—			2	0	0	34	13	4	0	8	10	1	0	0	1	8	10
36	15	7	12	8	78	15·	0	7	11	—			—			20	16	8	2	5	2	—			2	5	2
45	13	7	11	8	84	10·5	0	17	3	—			—			23	0	0	1	4	8	—			1	4	8
25	23	9	6	–	63	9·5	—			—			—			7	5	0	0	18	6	—			[a]0	18	6
28	37	4	8	4	81	12·5	1	17	3	—			1	10	0	57	0	0	3	11	0	—			[a]3	11	0
94	32	16	6	2	150	10·3	2	8	0	1	10	0	—			38	0	0	2	9	10	—			2	9	10
25	16	9	7	1	58	8·	—			1	10	0	3	0	0	37	6	8	2	10	0	—			2	10	0
26	28	13	8	1	76	9·9	1	10	6	1	10	0	—			16	0	0	2	3	6	—			2	3	6
30	30	13	3	4	80	9·9	1	1	3	1	10	0	—			24	0	0	0	13	5	—			0	13	5
27	19	12	7	4	69	7·2	0	17	8	1	10	0	—			29	13	4	1	9	0	—			1	9	0
36	36	13	10	–	95	9·8	0	12	0	—			—			21	15	0	1	9	8	—			1	9	8
26	12	11	7	3	59	11·1	0	11	6	1	10	0	—			20	0	0	0	10	0	—			0	10	0
19	13	14	4	4	54	10·	0	12	3	—			—			20	0	0	1	6	0	—			1	6	0
56	21	12	13	–	102	10·3	0	11	0	—			3	0	0	28	0	0	1	9	9	—			[b]1	9	9
52	23	9	7	3	94	10·4	—			—			3	0	0	26	3	4	1	3	0	—			1	3	0
23	13	7	7	11	61	10·	0	10	3	—			—			24	0	0	4	4	6	—			4	4	6
38	13	14	18	15	98	11·8	1	12	5	1	10	0	—			20	11	8	1	15	3	—			1	15	3
25	16	9	5	9	64	9·7	0	17	1	1	10	0	—			16	0	0	2	11	1	—			2	11	1
16	11	13	15	11	66	10·2	0	14	7	1	10	0	4	10	0	28	0	0	5	7	6	20	0	0	[a]25	7	6
50	22	6	8	1	87	9·3	0	14	9	1	10	0	—			28	10	0	0	9	5	—			0	9	5
61	26	9	4	3	103	10·	1	19	6	—			—			30	3	4	1	7	0	—			1	7	0
13	14	11	6	5	49	10·4	0	16	1	1	10	0	—			23	0	0	—			7	0	0	[b]7	0	0
28	28	11	7	1	75	11·1	0	14	3	1	10	0	—			37	15	0	1	17	0	2	10	0	[b]4	7	0
27	16	12	5	–	60	11·3	—			1	10	0	3	0	0	20	0	0	0	17	11	—			0	17	11
48	33	40	9	19	149	9·9	3	0	0	—			1	0	0	54	3	4	3	17	6	—			3	17	6
16	16	14	6	4	56	9·4	—			—			—			26	0	0	3	1	7	—			3	1	7
48	13	15	12	–	88	8·9	1	0	0	—			—			27	16	8	5	8	6	—			5	8	6
68	53	11	10	4	146	10·5	1	6	6	—			—			36	0	0	1	10	6	—			1	10	6

[b] Residence and garden free.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
72	8136	Ballymaunesk,	Longford, . evg.		R.C.	–	R.C.	60	–	60	36	–	36	24
73	8263	Templemichael,	Bohernamona, .		R.C.	–	R.C.	320	104	424	173	104	277	104
74	8283	Killashee, .	Clondra,[a] . .		R.C.	–	–	–	–	–	–	–	–	–
75	8308	Forgany, .	Ballyclamea, .		–	E.C.	E.C.	30	45	75	20	29	49	27
76	8375	Rathcline, .	Fermoyle, . .		R.C.	–	R.C.	86	59	145	56	32	88	36
77	8470	Abbeylara, .	Springtown, .		R.C.	–	R.C.	47	31	78	38	24	62	36
78	8546	Clongeish, .	Newtownforbes, f.		R.C.	–	R.C.	–	89	89	–	58	58	28
79	8630	Do. . .	Cloonteagh, .		R.C.	–	R.C.	133	115	248	81	71	152	62
80	8774	Rathcline, .	Rathcline, . f.		R.C.	–	R.C.	–	64	64	–	57	57	25
81	9027	Bouracoola .	Aughna, . .		R.C.	–	R.C.	95	76	171	65	50	115	50
82	9092	Killoe, . .	Do rock, . .		R.C.	–	R.C.	79	37	116	62	30	92	50
83	9101	Abbeyshrule .	Abbeyshrule, .		–	E.C.	E.C.	27	32	59	23	24	47	34
84	9135	Killoe, . .	Enybegs, . .		R.C.	–	R.C.	80	59	139	68	50	118	48
			Total of Ordinary Schools, 84, .					5,406	4,502	9,908	3,462	3,033	6,495	3,243
			ORDINARY, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	1435	Killashee, .	Cloontagh Ord. Agr.	v.t.	–	R.C.	R.C.	97	–	97	66	–	66	36
2	5559	Rathcline, .	Rathcline do.		R.C.	–	R.C.	114	–	114	85	–	85	45
3	857	Templemichael,	Longford Convent, f.		R.C.	–	R.C.	79	412	491	27	264	291	187
4	3368	Do. . .	Longford Workho.		–	Poor Law Guards.	R.C.	105	50	155	67	46	113	88
5	3566	Granard, . .	Granard do.		–		R.C.	50	101	151	31	59	90	68
6	6811	Shrule, . .	Ballymahon do.		–		R.C.	34	63	97	22	35	57	39
			Total of Special Schools, 6, .					479	626	1,105	298	404	702	463
			Grand Total for Co. Longford, 90,					5,885	5,128	11,013	3,760	3,437	7,197	3,706

COUNTY OF

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	831	Ballymakenny, .	Ballymakenny, .		R.C.	–	R.C.	64	27	91	47	19	66	36
2	833	Clogher, . .	Hacketscross, .		R.C.	–	R.C.	139	56	195	85	26	111	61
3	836	Castletown, .	Castletown, . .		R.C.	–	R.C.	80	58	138	50	32	82	31
4	838	Darver, . .	Darver, . .		R.C.	–	R.C.	88	70	158	50	41	91	44
5	839	Kilsaran, . .	Kilsaran, . m.		R.C.	–	R.C.	128	–	128	89	–	89	43
6	840	Do. . .	Do. . . f.		R.C.	–	R.C.	–	124	124	–	85	85	39
7	841	Louth, . .	Knockbridge, m.		R.C.	–	R.C.	107	–	107	75	–	75	39
8	843	Port, . .	Boycetown, . m.	v.t.	R.C.	–	R.C.	111	–	111	68	–	68	37
9	844	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	99	99	–	65	65	36
10	845	St. Mary's, .	St. Mary's, . m.	B.	R.C.	–	R.C.	392	–	392	220	–	220	117
11	847	Dundalk, . .	Dundalk, . m.	v.t.	R.C.	–	R.C.	204	–	204	123	–	123	66
12	848	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	175	175	–	98	98	56
13	853	Termonfeckin, .	Termonfeckin, m.		R.C.	–	R.C.	114	–	114	76	–	76	31
14	854	Tullyallen, .	Tullyallen, . .		R.C.	–	R.C.	81	86	167	58	59	117	61
15	855	Do. . .	Mell, . . .		R.C.	–	R.C.	129	60	189	79	38	117	52
16	1173	Dundalk, . .	Mullagharlin, .		R.C.	–	R.C.	85	46	131	59	34	93	38
17	1304	Dysart, . .	Dysart, . m.	v.t.	R.C.	–	R.C.	74	–	74	54	–	54	32
18	1306	Dunleer, . .	Dunleer, . m.	v.t.	R.C.	–	R.C.	107	–	107	75	–	75	38
19	1434	Dysart, . .	Dysart, . f.	v.t.	R.C.	–	R.C.	–	76	76	–	55	55	36
20	1496	Dunleer, . .	Dunleer, . f.	v.t.	R.C.	–	R.C.	–	102	102	–	69	69	36
21	1553	Louth, . .	Louth, . m.	B.	R.C.	–	R.C.	203	–	203	140	–	140	78
22	1554	Kildemock, .	Drakestown, .		–	R.C.	R.C.	66	48	114	50	38	88	49
23	1575	Roche, . .	Ballinfuil, . m.	v.t.	R.C.	–	R.C.	105	–	105	84	–	84	36
24	1576	Termonfeckin, .	Carstown, . m.	v.t.	R.C.	–	R.C.	67	–	67	42	–	42	17

[a] Residence free.

1863.—Province of Leinster: County of Longford—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
7	15	8	4	5	39	17·8	—	—	—	5 0 0	—	—	—	
116	120	–	–	–	236	8·	1 10 0	2 12 6	4 0 0	76 11 8	4 14 0	4 10 0	9 4 0	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
10	11	9	15	9	54	9·5	1 2 11	1 10 0	2 10 0	28 3 4	—	25 0 0	[a] 25 0 0	
55	21	10	8	3	97	8·8	1 0 6	1 10 0	—	6 0 0	1 0 0	—	[a] 1 0 0	
28	17	8	8	3	64	9·6	—	1 10 0	—	18 0 0	0 15 0	—	[b] 0 15 0	
36	17	12	7	–	72	9·	0 10 3	—	—	20 0 0	2 7 11	—	[a] 2 7 11	
65	56	39	34	1	195	9·	2 0 11	—	—	29 15 0	3 2 4	—	3 2 4	
13	29	7	4	4	57	9·2	—	—	—	23 10 0	1 2 6	—	1 2 6	
68	53	16	8	–	145	9·1	1 4 8	—	—	21 0 0	3 14 0	—	3 14 0	
81	15	13	7	–	116	11·6	1 2 3	4 10 0	—	12 10 0	2 17 2	—	2 17 6	
19	16	8	12	–	55	11·	5 12 10	4 19 0	—	20 6 8	17 18 6	10 0 0	[a] 27 18 6	
70	37	14	18	–	139	10·	1 8 6	4 10 0	—	10 0 0	1 1 6	—	1 1 6	
3,223	2,001	1,034	859	465	7,582		83 12 8	56 14 6	89 10 0	2,396 13 7	208 11 8	82 10 0	291 1 8	
20	30	22	7	2	81	10·	1 0 6	—	—	33 6 8	1 10 0	—	1 10 0	
17	29	5	17	15	83	9·5	1 11 3	—	—	55 0 0	1 0 0	12 0 0	[a] 13 0 0	
231	93	35	20	16	395	6·1	11 7 9	—	22 10 0	89 5 0	24 15 6	—	24 15 6	
98	20	9	4	2	133	9·	14 10 9	—	—	—	—	—	—	
57	22	12	7	12	110	10·7	3 5 10	—	—	—	—	—	—	
42	14	6	8	–	70	7·3	4 4 7	—	—	—	—	—	—	
465	208	89	63	47	872		36 0 8	—	22 10 0	177 11 8	27 5 6	12 0 0	39 5 6	
3,688	2,209	1,123	922	512	8,454		119 13 4	56 14 6	112 0 0	2,574 5 3	235 17 2	94 10 0	330 7 2	

LOUTH—84 Schools.

21	23	20	11	–	75	8·2	—	—	1 0 0	18 0 0	5 9 5	—	5 9 5	
55	40	26	9	11	141	11·4	1 16 2	—	—	43 0 0	8 10 4	—	8 10 4	
32	38	14	16	5	105	11·2	1 19 10	—	—	25 0 0	2 13 1	1 0 0	[a] 3 13 1	
23	20	21	11	18	93	9·6	2 2 9	—	—	32 0 0	16 0 0	1 0 0	17 0 0	
31	22	22	10	4	89	9·5	1 1 9	—	1 0 0	24 0 0	5 4 8	—	5 4 8	
48	23	22	2	3	98	9·7	1 15 5	—	—	16 0 0	3 5 11	—	3 5 11	
29	23	18	5	6	81	9·6	1 16 1	—	—	43 1 8	6 10 3	—	6 10 3	
32	25	8	10	3	78	10·4	1 15 0	—	1 0 0	44 0 0	5 1 0	—	[a] 5 1 0	
20	22	13	12	4	71	9·3	1 8 0	—	—	33 3 4	5 2 6	—	5 2 6	
152	67	26	17	15	277	9·	3 13 3	3 18 0	1 0 0	56 8 4	22 1 10	—	22 1 10	
73	22	27	15	4	141	9·3	—	—	—	48 10 0	7 3 6	—	7 3 6	
45	39	15	9	8	116	8·	—	—	1 10 0	42 10 0	4 17 7	—	4 17 7	
36	23	19	9	6	93	10·	1 11 2	—	—	18 0 0	3 8 7	—	3 8 7	
45	37	19	17	15	133	9·8	1 13 3	—	4 0 0	93 0 0	21 13 4	—	21 13 4	
41	39	19	17	10	126	8·5	1 13 3	—	—	28 0 0	7 1 0	—	7 1 0	
37	31	16	9	–	93	9·1	0 14 2	—	—	27 10 0	7 14 3	13 0 0	20 14 3	
17	19	11	7	5	59	10·3	0 10 6	—	—	41 15 0	3 18 0	—	[a] 3 18 0	
16	27	18	13	2	76	10·8	2 12 7	—	—	37 10 0	6 10 3	—	6 10 3	
10	12	11	14	8	55	11·	1 3 0	—	—	33 13 4	6 12 0	—	6 12 0	
20	32	11	10	2	75	10·1	—	—	—	20 0 0	4 13 9	—	4 13 9	
44	31	25	17	18	135	10·	3 0 0	—	4 0 0	71 18 4	11 10 0	3 10 0	15 0 0	
21	25	29	11	11	97	10·3	1 15 7	—	—	32 0 0	15 11 5	22 0 0	[a] 37 11 5	
23	22	6	14	14	79	9·2	1 7 7	1 10 0	—	24 0 0	6 2 4	—	[a] 6 2 4	
19	15	11	7	2	54	11·3	0 14 2	—	—	17 10 0	1 0 1	—	1 0 1	

[b] Residence and garden free.

[a] Temporarily closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
25	1593	Rathdrummin, .	Walshestown, m.	V.T.	R.C.	–	R.C.	56	–	56	38	–	38	22
26	2004	Termonfeckin, .	Carstown, . f.	V.T.	R.C.	–	R.C.	–	64	64	–	55	55	27
27	2081	Faughart, .	Kilcurry, . m.	V.T.B.	R.C.	–	R.C.	159	–	159	105	–	105	52
28	2094	Ardee, . .	Ardee, . m.	V.T.	R.C.	–	R.C.	189	–	189	98	–	98	48
29	2095	Do. . .	Do. . f.	V.T.	R.C.	–	R.C.	44	128	172	34	62	96	47
30	2138	Philipstown, .	Aclint, . m.	V.T.	R.C.	–	R.C.	58	–	58	41	–	41	26
31	2139	Do. . .	Do. . f.	V.T.	R.C.	–	R.C.	–	68	68	–	52	52	30
32	2305	Roche, . .	Ballinfuil, . f.	V.T.	R.C.	–	R.C.	–	73	73	–	59	59	22
33	2322	Carlingford, .	Carlingford, m.		R.C.	–	R.C.	93	–	93	88	–	88	45
34	2326	Mullary, . .	Tenure, . m.		R.C.	–	R.C.	129	–	129	86	–	86	46
35	2532	Ballymascanlan,	Rampark, . m.		R.C.	–	R.C.	73	–	73	65	–	65	27
36	2640	Creggan, . .	Annaghvacky, .		–	Pres.	R.C.	119	62	181	74	39	113	54
37	2745	Tallanstown, .	Tallanstown, m.		R.C.	–	R.C.	130	–	130	79	–	79	35
38	2746	Do. . .	Do. . . f.		R.C.	–	R.C.	–	131	131	–	85	85	38
39	2791	Carlingford, .	Monksland, m.	V.T.	R.C.	–	R.C.	175	–	175	111	–	111	61
40	2792	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	87	87	–	71	71	39
41	2793	Do. . .	Mullaboy, . .	V.T.	R.C.	–	R.C.	84	38	122	56	25	81	42
42	2794	Louth, . .	Stonetown, . .	V.T.	R.C.	–	R.C.	73	47	120	47	28	75	45
43	3001	Carlingford, .	Omeath, . m.	V.T.	R.C.	–	R.C.	189	–	189	104	–	104	63
44	3002	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	120	120	–	99	99	39
45	3154	Drumshallon, .	Kellystown, .	A.	R.C.	–	R.C.	77	93	170	57	55	112	54
46	3252	Louth, . .	Louth, . f.	B.	R.C.	–	R.C.	–	171	171	–	117	117	64
47	3407	Ballymascanlan,	Aghameen, . .		–	E.C.	R.C.	68	68	136	48	42	90	43
48	3630	Dromiskin, .	Dromiskin, . f.		R.C.	–	R.C.	–	105	105	–	76	76	32
49	3787	Rathdrumin, .	Walshestown, f.	V.T.	R.C.	–	R.C.	–	81	81	–	40	40	17
50	4083	Stabannon, .	Stabannon, . f.		R.C.	–	R.C.	–	79	79	–	66	66	33
51	4084	Killany, . .	Rocktate, . .		–	R.C.	R.C.	105	93	198	68	58	126	57
52	4206	Termonfeckin, .	Termonfeckin, f.		R.C.	–	R.C.	–	65	65	–	56	56	33
53	4576	Collon, . .	Collon, . m.		R.C.	–	R.C.	102	–	102	72	–	72	44
54	4577	Do. . .	Do. . . f.		R.C.	–	R.C.	–	129	129	–	73	73	44
55	4882	Ballymascanlan,	Rampark, . f.		R.C.	–	R.C.	–	83	83	–	49	49	29
56	4883	Do. . .	Bellurgan, . .		R.C.	–	R.C.	102	89	191	81	65	146	60
57	5457	Stabannon, .	Stabannon, . m.		R.C.	–	R.C.	96	–	96	57	–	57	27
58	5494	Ballymascanlan,	Ravensdale, m.		–	E.C.	E.C.	136	–	136	89	–	89	40
59	5558	Mapastown, .	Dowdstown, .		–	R.C.	R.C.	53	38	91	39	29	68	33
60	5840	Ardee, . .	Ardee Poor, .		–	E.C.	R.C.	100	32	132	68	9	77	45
61	6038	Dundalk, . .	Dundalk, No. 2, m.		R.C.	–	R.C.	383	–	383	240	–	240	142
62	6039	Do. . .	Do. No. 3, m.		R.C.	–	R.C.	342	–	342	215	–	215	132
63	6576	Dromin, . .	Dromin, . .		R.C.	–	R.C.	69	47	116	41	29	70	35
64	6577	Carlingford, .	Carlingford, f.		R.C.	–	R.C.	–	103	103	–	74	74	39
65	6667	Mullary, . .	Tenure, . f.		R.C.	–	R.C.	–	96	96	–	72	72	39
66	6760	Ballymascanlan,	Ravensdale, f.		–	E.C.	E.C.	–	153	153	–	110	110	42
67	7177	Faughart, .	Kilcurry, . f.	V.T.B.	R.C.	–	R.C.	–	123	123	–	85	85	37
68	7378	Louth, . .	Louth, No. 2, .		E.C.	–	E.C.	21	16	37	19	13	32	24
69	7597	Drumcar, . .	Willistown, . .		R.C.	–	R.C.	71	40	111	48	22	70	35
70	7686	Drumshallon, .	Fieldstown, . .		R.C.	–	R.C.	61	41	102	41	32	73	37
71	8435	Faughart, .	Upper Faughart, .		R.C.	–	R.C.	109	71	180	72	42	114	35
72	8735	Carlingford, .	Rathcor, . .		R.C.	–	R.C.	47	44	91	41	38	79	39
73	8904	Louth, . .	Knockbridge, f.		R.C.	–	R.C.	–	108	108	–	73	73	42
74	9100	Mosstown, .	Philipstown, .		R.C.	–	R.C.	64	47	111	51	33	84	33
75	9136	Dundalk, . .	Joycelyn-street, .		Pres.	–	Pres.	76	47	123	54	31	85	60
76	9182	Clogher, . .	Clogher Head, f.		R.C.	–	R.C.	–	112	112	–	91	91	52
			Total of Ordinary Schools, 76, .					5,997	4,019	10,016	3,951	2,714	6,665	3,395
			AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	837	Dromiskin, .	Dromiskin 1st cl. Ag.		R.C.	–	R.C.	125	–	125	102	–	102	52
2	851	St. Peter's, .	Drogheda Conv. f.		–	R.C.	R.C.	177	936	1,113	81	615	696	411
3	5387	Dundalk, . .	Dundalk do. No. 2, f.		–	R.C.	R.C.	–	862	862	–	506	506	310
4	8052	St. Mary's, .	St. Mary's do. .		R.C.	–	R.C.	73	397	470	73	344	417	237
			Do. . . evg.		–	–	–	–	114	114	–	90	90	58

* Residence free.

1863.—Province of LEINSTER : County of LOUTH—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.			In Salaries.	Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.		School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
12	9	8	8	7	44	9·6	0 12 7	—	—	18 0 0	4 8 11	2 5 0	6 13 11
20	16	7	13	–	56	10·	1 5 0	—	—	18 0 0	2 0 0	—	2 0 0
38	20	24	21	21	124	11·4	2 7 9	—	4 0 0	49 15 0	8 0 6	1 0 0	[a]9 0 6
10	41	11	13	19	94	11·9	—	—	1 10 0	50 10 0	14 16 11	—	[a]14 16 11
62	28	20	14	5	129	9·	1 19 9	—	2 0 0	31 10 0	1 15 9	—	1 15 9
17	5	3	13	4	42	10·	1 15 9	—	—	24 0 0	3 18 11	—	3 18 11
24	10	10	5	2	51	9·5	—	—	—	26 0 0	3 6 10	—	3 6 10
31	15	5	6	5	62	9·8	—	1 10 0	—	14 0 0	0 15 6	—	0 15 6
33	27	15	12	6	93	11·3	1 0 0	1 10 0	—	18 0 0	3 13 8	—	3 13 8
35	35	18	11	11	110	10·7	1 16 11	—	1 10 0	35 10 0	11 12 3	—	[a]11 12 3
26	18	9	12	–	65	11·5	—	1 10 0	—	27 17 6	0 11 6	—	0 11 6
40	40	10	9	–	99	9·3	0 15 3	—	—	23 3 4	1 15 0	—	1 15 0
20	18	13	28	8	87	9·9	2 4 9	—	—	24 0 0	1 4 6	10 0 0	11 4 6
43	26	12	12	11	104	10·6	1 0 5	—	—	30 10 0	1 9 4	2 0 0	3 9 4
5	25	19	46	15	110	11·2	—	—	—	18 0 0	3 6 3	—	3 6 3
26	14	19	18	–	77	10·9	—	—	—	16 0 0	1 14 10	—	1 14 10
28	27	16	12	–	83	10·6	1 0 3	—	—	15 0 0	2 11 2	—	2 11 2
29	17	14	9	5	74	10·	0 13 0	—	1 0 0	39 0 0	5 16 8	5 0 0	10 16 8
31	28	18	14	10	101	10·7	1 14 4	—	1 0 0	43 0 0	9 0 0	10 0 0	19 0 0
34	33	10	11	–	88	11·2	—	—	1 0 0	16 0 0	6 18 11	—	6 18 11
32	22	31	18	11	114	10·8	1 0 4	—	—	52 0 0	5 16 2	—	[a]5 16 2
37	40	19	15	10	121	9·	1 10 0	—	5 10 0	80 2 6	6 0 0	3 10 0	9 10 0
30	29	27	13	6	105	11·5	2 5 6	—	—	36 0 0	2 3 0	16 15 0	18 18 0
26	18	22	8	6	80	10·2	0 17 7	—	1 10 0	27 6 8	—	—	—
6	11	3	7	1	28	10·1	0 8 9	—	—	14 15 0	2 12 3	—	2 12 3
21	17	15	6	6	65	9·1	3 5 3	1 10 0	—	24 0 0	2 4 5	—	2 4 5
34	37	15	14	18	118	10·5	5 1 5	1 17 6	4 0 0	60 8 4	11 8 2	27 16 0	39 4 2
27	7	17	3	3	57	10·2	0 14 2	1 10 0	—	20 0 0	1 19 1	—	1 19 1
21	28	7	18	8	82	9·4	2 0 8	—	—	33 0 0	8 0 0	—	8 0 0
35	28	6	15	9	93	9·6	1 3 6	—	—	20 0 0	4 12 3	—	4 12 3
30	22	9	15	–	76	11·5	—	—	—	16 0 0	1 13 0	—	1 13 0
59	50	29	20	11	169	10·3	3 8 1	—	—	31 10 0	6 5 9	—	6 5 9
22	19	3	11	2	57	10·4	0 12 10	1 10 0	—	24 0 0	1 17 7	—	1 17 7
31	21	19	13	11	95	10·4	—	1 17 6	—	46 12 6	—	20 0 0	[a]20 0 0
14	12	12	11	20	69	9·	0 16 6	1 10 0	—	41 13 4	11 1 11	8 10 0	19 11 11
22	39	2	15	12	90	8·5	1 15 0	—	—	40 11 8	—	14 0 0	[a]14 0 0
72	63	40	45	24	245	9·1	4 6 3	3 7 6	2 0 0	94 1 8	11 0 0	14 0 0	25 0 0
76	62	52	30	21	241	9·5	7 16 5	3 0 0	4 0 0	93 6 8	12 0 0	15 0 0	27 0 0
34	33	6	11	–	84	9·1	0 13 4	—	—	22 13 4	4 0 3	—	4 0 3
20	15	16	9	7	67	8·7	1 9 2	—	—	20 0 0	3 17 1	—	3 17 1
27	24	15	4	9	79	10·	1 15 9	—	1 0 0	25 15 0	8 0 0	—	[a]8 0 0
28	38	23	6	3	98	10·4	3 16 11	—	—	20 0 0	—	10 0 0	10 0 0
23	28	16	21	9	97	9·2	0 15 7	1 10 0	—	16 0 0	3 17 8	—	3 17 8
5	4	11	13	2	35	10·1	0 19 2	—	—	24 0 0	—	20 0 0	[a]20 0 0
42	20	6	10	6	84	11·1	1 5 1	—	—	24 0 0	3 19 2	—	3 19 2
26	30	19	7	–	82	9·6	1 18 11	1 10 0	—	18 0 0	2 17 0	—	2 17 0
48	32	28	12	3	123	10·7	1 4 8	1 17 6	—	18 0 0	9 2 6	—	9 2 6
34	18	15	14	–	81	9·9	—	—	—	16 10 0	5 4 9	—	5 4 9
28	20	21	7	7	83	9·5	1 9 6	—	—	20 0 0	7 2 9	—	7 2 9
45	26	23	20	–	114	9·7	1 10 10	4 10 0	—	10 8 4	8 0 0	5 0 0	13 0 0
27	28	11	20	11	97	8·2	9 19 9	9 4 4	—	12 6 8	10 0 0	—	10 0 0
61	25	8	12	6	112	9·9	1 5 7	4 10 0	—	5 0 0	2 7 7	—	2 7 7
2,498	1,995	1,234	1,002	545	7,274		117 15 9	49 2 4	43 10 0	2,416 7 6	433 14 10	225 6 0	659 0 10
27	28	17	18	20	110	10·4	3 8 9	—	2 10 0	64 14 5	12 10 0	16 0 0	28 10 0
498	175	70	63	26	832	8·2	6 0 6	—	9 0 0	161 15 10	—	—	—
341	85	74	92	–	592	7·7	5 1 0	—	16 0 0	113 8 9	16 17 10	—	16 17 10
206	79	39	14	14	352	8·5	6 0 0	3 17 4	9 0 0	69 6 1	2 18 0	—	2 18 0
16	27	19	21	9	92	14·2							

I.—List of Schools in operation on the 31st December,

AGRICULTURAL, CONVENT, AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
5	8445	Ardee, . .	Ardee Conv. No. 2, f.		–	R.C.	R.C.	–	214	214	–	176	176	104
6	3377	Ballybarrack, .	Dundalk Workho.		–	Poor Law Guards.	R.C.	50	85	135	34	50	84	63
7	3340	St. Mary's, .	Drogheda, do.		–		R.C.	85	58	143	54	36	90	63
8	3382	Ardee, . .	Ardee, do.		–		R.C.	69	59	128	48	48	96	74
			Total of Special Schools, 8, .					579	2,725	3,304	392	1,865	2,257	1,372
			Grand Total for Co. Louth, 84,					6,576	6,744	13,320	4,343	4,579	8,922	4,767

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	862	Athboy, . .	Fraine, . m.	V.T.	R.C.	–	R.C.	77	–	77	63	–	63	36
2	863	Clonard, . .	Clonard, . m.		R.C.	–	R.C.	85	–	85	59	–	59	31
3	865	Cannistown, .	Cannistown, .		R.C.	–	R.C.	60	50	110	35	30	65	35
4	867	Kildalkey, .	Kildalkey, . m.		R.C.	–	R.C.	115	–	115	67	–	67	31
5	868	Do. . .	Do. . . f.		R.C.	–	R.C.	–	75	75	–	45	45	28
6	877	Johnstown, .	Johnstown, . .		R.C.	–	R.C.	47	25	72	35	22	57	27
7	878	Laracor, . .	Dangan, . m.		R.C.	–	R.C.	98	–	98	68	–	68	33
8	880	Moynalty, .	Moynalty, . m.		R.C.	R.C.	R.C.	90	–	90	59	–	59	30
9	881	Do. . .	Do. . . f.		–	R.C.	R.C.	–	127	127	–	75	75	34
10	882	Navan, . .	Navan, . m.		R.C.	–	R.C.	245	–	245	165	–	165	90
11	884	Kilbeg, . .	Carlanstown, m.	V.C.	–	E.C.	R.C.	124	–	124	87	–	87	48
12	886	Ratoath, . .	Ratoath, . f.		R.C.	–	R.C.	–	86	86	–	61	61	35
13	887	Do. . .	Ashbourne, . .		R.C.	–	R.C.	46	39	85	44	33	77	30
14	889	Monkstown, .	Walterstown, .		R.C.	–	R.C.	30	14	44	27	13	40	17
15	1120	Duleek, . .	Bellewstown, .	B.	–	R.C.	R.C.	65	42	107	41	29	70	43
16	1124	Dowth, . .	Dowth, . .	B.	R.C.	–	R.C.	37	37	74	31	28	59	31
17	1210	Skreen, . .	Skreen, . m.	V.T.	R.C.	–	R.C.	78	–	78	55	–	55	29
18	1309	Stackallan, .	Stackallan, . m.	V.T.	R.C.	–	R.C.	85	–	85	65	–	65	32
19	1421	Kilskyre, .	Kilskyre, . m.	V.T.	R.C.	–	R.C.	123	–	123	81	–	81	45
20	1423	Dunboyne, .	Dunboyne, . m.	V.T.	R.C.	–	R.C.	168	–	168	100	–	100	58
21	1424	Kilmainham Wood	Kilmainham Wood, m.	V.T.	R.C.	–	R.C.	65	–	65	42	–	42	18
22	1425	Rathmolyon, .	Kill, . . m.	V.T.	R.C.	–	R.C.	65	–	65	42	–	42	23
23	1432	Skreen, . .	Skreen, . f.	V.T.	R.C.	–	R.C.	–	78	78	–	58	58	28
24	1494	Dunboyne, .	Dunboyne, . f.	V.T.	R.C.	–	R.C.	–	138	138	–	99	99	56
25	1563	Kilskyre, .	Kilskyre, . f.	V.T.	R.C.	–	R.C.	–	97	97	–	72	72	40
26	1564	Rathmolyon, .	Kill, . . f.	V.T.	R.C.	–	R.C.	–	70	70	–	55	55	28
27	1599	Kentstown, .	Kentstown, . m.	V.T.	R.C. / E.C.	–	R.C.	61	–	61	42	–	42	26
28	1725	Moybologue, .	Killgariff, . m.	V.T.B.	R.C.	–	R.C.	89	–	89	59	–	59	29
29	1726	Castletown, .	Castletown, . .	V.T.	R.C.	–	R.C.	70	62	132	52	44	96	42
30	1771	Kiltale, . .	Kiltale, . m.	V.T.	R.C.	–	R.C.	70	–	70	49	–	49	27
31	1814	Kildalkey, .	Carnisle, . .	V.T.	R.C.	–	R.C.	60	60	120	28	30	58	27
32	1827	Trim, . .	Batterstown, m.	V.T.	R.C.	–	R.C.	84	–	84	60	–	60	36
33	1869	Athboy, . .	Athboy, . m.	B.	R.C.	–	R.C.	130	–	130	103	–	103	65
34	1881	Kilmainham Wood	Kilmainham Wood, f.	V.T.	R.C.	–	R.C.	–	82	82	–	51	51	22
35	1882	Dunsany, . .	Killeen, or Dunsany, m.		R.C.	–	R.C.	60	–	60	51	–	51	27
36	1885	Athboy, . .	Athboy, . f.	B.	R.C.	–	R.C.	–	132	132	–	101	101	65
37	1903	Ardcath, . .	Clogh an, . .		R.C.	–	R.C.	70	34	104	47	26	73	40
38	1904	Culmullin, .	Culmullin, . m.	V.T.	R.C.	–	R.C.	87	–	87	64	–	64	32
39	1917	Kilberry, . .	Wilkinstown, m.		R.C.	–	R.C.	81	–	81	54	–	54	35
40	2051	Navan, . .	Navan Commons,		R.C.	–	R.C.	78	43	121	51	35	86	47
41	2086	Clonalvy, . .	Clonalvy, . m.	V.T.	R.C.	–	R.C.	61	–	61	46	–	46	29
42	2087	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	77	77	–	56	56	33
43	2088	Moynalty, .	Cormeen, . m.	V.T.	–	R.C.	R.C.	94	–	94	67	–	67	36
44	2089	Do. . .	Do. . . f.	V.T.	–	R.C.	R.C.	–	115	115	–	78	78	32
45	2230	Rathkenny, .	Rathkenny, . m.	V.T.	R.C.	–	R.C.	127	–	127	95	–	95	42
46	2231	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	88	88	–	69	69	33

a Residence free.

1863.—Province of LEINSTER: County of LOUTH—*continued.*

POOR LAW UNION SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stock of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
80	48	29	29	10	196	7·6	5 9 9	2 5 0	—	26 18 4	4 12 11	—	4 12 11
40	26	17	11	2	96	8·5	1 7 6	—	—	—	—	—	—
41	31	18	15	2	107	9·9	7 10 2	—	—	—	—	—	—
32	22	18	13	10	95	10·	4 8 10	—	—	—	—	—	—
1,281	521	301	276	93	2,472		39 6 6	6 2 4	36 10 0	436 3 5	38 6 11	16 0 0	54 6 11
3,779	2,516	1,535	1,278	638	9,746		157 2 3	55 4 8	80 0 0	2,852 10 11	472 1 9	241 6 0	713 7 9

MEATH—158 Schools.

15	14	19	9	8	65	10·1	0 15 6	—	—	28 0 0	4 4 5	—	4 4 5
18	17	13	8	10	66	10·7	2 0 5	—	—	37 16 8	4 0 0	—	4 0 0
20	18	8	18	8	72	9·7	1 1 4	1 10 0	—	33 1 1	3 10 0	2 10 0	[a]6 0 0
28	20	12	2	5	67	9·9	0 10 3	—	—	24 0 0	1 13 11	—	1 13 11
16	13	7	4	5	45	9·1	1 2 6	—	—	25 16 8	2 4 1	—	2 4 1
17	22	7	10	7	63	9·8	0 10 0	—	—	23 0 0	3 14 8	2 0 0	5 14 8
33	22	14	6	7	82	9·9	1 4 0	—	—	21 0 0	2 13 0	—	2 13 0
27	18	21	7	3	76	10·5	1 5 4	—	—	15 0 0	4 11 6	0 10 0	[a]5 1 6
23	21	24	14	7	89	10·	1 4 7	—	1 10 0	21 10 8	4 12 0	5 0 0	[a]9 12 0
33	48	45	27	28	181	10·7	7 6 8	—	4 0 0	57 18 4	13 16 4	2 10 0	16 6 4
31	22	14	16	11	94	10·8	1 5 3	—	3 0 0	70 6 8	8 7 6	6 2 6	[a]14 10 0
18	12	18	8	11	67	10·	5 1 8	—	—	68 10 0	4 0 0	—	4 0 0
39	4	11	9	3	66	10·2	0 19 3	—	—	18 0 0	3 11 10	0 5 0	3 16 10
11	12	2	13	6	44	9·5	—	—	—	18 0 0	1 17 5	5 0 0	6 17 5
18	26	10	15	–	69	9·4	4 2 0	—	—	44 13 4	8 17 0	8 3 0	17 0 0
25	10	11	12	9	67	9·5	2 8 10	—	—	20 0 0	1 0 0	—	[a]1 0 0
22	19	9	7	7	64	9·5	1 7 0	—	—	18 0 0	5 12 6	5 0 0	[a]10 12 6
22	11	11	11	11	66	9·2	1 6 8	—	1 0 0	26 0 0	10 5 1	—	10 5 1
14	32	27	5	24	102	10·3	1 12 6	—	8 0 0	34 1 8	5 2 11	—	[a]5 2 11
37	29	23	9	7	105	9·	2 8 3	1 17 6	—	62 0 0	7 19 6	0 10 0	[a]8 9 6
16	17	8	8	4	53	11·5	0 12 0	1 10 0	—	24 0 0	1 1 7	5 0 0	6 1 7
16	15	4	8	4	47	9·9	1 2 0	—	—	18 0 0	6 0 0	—	6 0 0
19	12	20	7	4	62	10·4	1 10 2	—	—	16 0 0	4 12 9	5 0 0	[a]9 12 9
27	32	25	13	11	108	10·3	3 8 4	—	—	42 0 0	7 16 9	0 10 0	8 6 9
27	20	17	6	10	80	10·2	1 12 9	—	8 0 0	48 10 0	3 16 6	—	[a]3 16 6
15	6	18	9	6	54	10·5	2 2 4	—	—	16 0 0	4 0 0	—	4 0 0
11	11	16	4	6	48	9·5	1 0 0	—	—	32 11 1	6 0 0	6 0 0	12 0 0
14	16	14	11	5	60	9·4	0 11 4	—	—	24 0 0	1 16 6	—	[b]1 16 6
36	31	15	19	9	110	9·4	4 14 3	—	—	34 6 8	3 11 10	—	3 11 10
17	12	14	4	6	53	9·1	0 6 0	—	—	18 0 0	4 0 0	—	4 0 0
25	11	9	6	3	54	9·8	0 15 7	—	—	20 0 0	2 0 0	—	2 0 0
17	23	9	6	5	60	9·	1 11 4	—	—	24 0 0	5 0 0	—	5 0 0
2	30	39	19	16	106	10·4	2 11 9	—	9 10 0	53 15 0	6 3 7	—	6 3 7
20	22	12	8	–	62	10·6	0 15 11	—	—	16 0 0	0 18 7	5 0 0	5 18 7
19	14	8	6	6	53	9·2	—	1 10 0	—	18 0 0	3 0 0	5 0 0	[a]8 0 0
5	15	48	19	24	111	10·9	3 14 7	—	6 0 0	68 0 0	5 18 7	—	5 18 7
13	23	18	16	6	76	8·7	3 4 2	—	1 0 0	31 16 8	10 2 0	5 0 0	15 2 0
17	12	11	7	21	68	10·9	2 0 3	—	3 0 0	18 0 0	5 8 10	0 15 0	6 3 10
16	13	7	5	10	51	9·4	0 19 2	—	5 10 0	43 13 4	8 0 0	—	8 0 0
24	29	28	11	8	100	10·3	0 18 7	1 17 6	4 0 0	40 0 0	2 14 11	2 10 0	5 4 11
18	15	7	7	4	51	9·2	1 13 7	—	—	28 0 0	5 2 8	5 0 0	10 2 8
15	12	8	8	15	58	11·2	1 0 0	—	1 0 0	31 0 0	3 8 6	5 0 0	8 8 6
18	19	21	13	12	83	10·5	1 6 3	–	—	30 0 0	4 8 8	—	4 8 8
24	17	18	16	8	83	8·4	0 11 5	—	—	18 6 8	1 3 9	—	1 3 9
22	15	17	10	9	73	10·4	1 16 10	—	—	19 19 8	1 1 0	—	1 1 0
16	24	9	10	11	70	10·8	0 18 0	—	—	20 11 1	1 1 0	—	1 1 0

[b] Residence and garden free.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females.	Total.	Males.	Females	Total.	
47	2533	Kilberry, . .	Kilberry, . m.		R.C.	–	R.C.	67	–	67	50	–	50	28
48	2630	Grangegeeth, .	Grangegeeth, f.		R.C.	–	R.C.	–	89	89	–	60	60	29
49	2632	Athboy, . .	Balrath, . .		R.C.	–	R.C.	51	60	111	36	46	82	35
50	2682	Athlumney, .	Factory, . .		–	R.C.	R.C.	71	40	111	43	26	69	37
51	2795	Bective, . .	Bective, . .		E.C.	–	E.C.	15	20	35	10	11	21	13
52	2797	Kilclone, . .	Kilclone, . .	V.T.	–	R.C.	R.C.	35	25	60	28	19	47	26
53	2844	Painstown, .	Yellow Furze, .		R.C.	–	R.C.	95	81	176	72	64	136	73
54	2905	Rathcore, .	Baconstown, m.	V.T.	R.C.	–	R.C.	83	–	83	63	–	63	38
55	2906	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	97	97	–	64	64	36
56	3071	Teltown, . .	Oristown, . m.	V.T.	R.C.	–	R.C.	81	–	81	65	–	65	31
57	3112	Balrathboyne, .	Cortown, . m.		R.C.	–	R.C.	52	–	52	49	–	49	28
58	3113	Do. . .	Do. . . f.		R.C.	–	R.C.	–	62	62	–	44	44	27
59	3114	Duleek, . .	Duleek, . f.		R.C.	–	R.C.	–	81	81	–	58	58	32
60	3115	Ardbraccan, .	Bohermeen, m.		R.C.	–	R.C.	73	–	73	65	–	65	35
61	3116	Do. . .	Boyerstown, . .		R.C.	–	R.C.	52	41	93	42	33	75	39
62	3146	Cushinstown, .	Cushinstown, m.	V.T.	R.C.	–	R.C.	44	19	63	35	14	49	26
63	3181	Stamullen, .	Stamullen, . m.		R.C.	–	R.C.	91	–	91	67	–	67	42
64	3239	Kiltale, . .	Kiltale, . f.	V.T.	R.C.	–	R.C.	–	83	83	–	48	48	26
65	3275	Siddan, . .	Newtown, . .	V.T.	R.C.	–	R.C.	103	74	177	62	42	104	55
66	3278	Clonard, . .	Longwood, . m.		R.C.	–	R.C.	95	–	95	69	–	69	37
67	3291	Athboy, . .	Fraine, . f.	V.T.	R.C.	–	R.C.	–	83	83	–	63	63	37
68	3380	Ballygarth, .	Whitecross, . .		R.C.	–	R.C.	65	49	114	44	35	79	41
69	3426	Stamullen, .	Stamullen, . f.		R.C.	–	R.C.	–	77	77	–	58	58	37
70	3443	Trim, . .	Batterstown, f.	B.	R.C.	–	R.C.	–	68	68	–	47	47	26
71	3554	Ardbraccan, .	Bohermeen, f.		R.C.	–	R.C.	–	66	66	–	50	50	27
72	3671	Teltown, . .	Oristown, . f.	V.T.	R.C.	–	R.C.	–	60	60	–	48	48	27
73	3737	Kentstown, .	Kentstown, . f.	V.T.	R.C. / E.C.	–	R.C.	–	76	76	–	55	55	35
74	3852	Loughans, .	Carnaross, . m.		R.C.	–	R.C.	122	–	122	82	–	82	38
75	3876	Moybolgue, .	Kilgariff, . f.	V.T.B.	R.C.	–	R.C.	–	73	73	–	57	57	28
76	3922	Stackallan, .	Stackallan, . f.	V.T.	R.C.	–	R.C.	–	73	73	–	58	58	32
77	4009	Clonmacduff, .	Tullaghanstown, .	V.T.	R.C.	–	R.C.	86	62	148	58	41	99	55
78	4086	Moylagh, . .	Baltrasna, . .		–	E.C.	R.C.	106	61	167	49	30	79	45
79	4210	Kilmessan, .	Kilmessan, . m.		R.C.	–	R.C.	101	–	101	67	–	67	35
80	4211	Do. . .	Do. . . f.		R.C.	–	R.C.	–	87	87	–	63	63	33
81	4284	Nobber, . .	Nobber, . m.		–	R.C.	R.C.	122	–	122	87	–	87	49
82	4309	Trim, . .	Phillenstown, .	V.T.	R.C.	–	R.C.	22	26	48	18	22	40	23
83	4370	Athboy, . .	Rathcarn, . .		R.C.	–	R.C.	38	72	110	31	46	77	35
84	4523	Rathmore, .	Moyaugher, m.		–	E.C.	R.C.	78	34	112	44	18	62	28
85	4539	Clongill, . .	Fletcherstown, .		R.C.	–	R.C.	41	33	74	27	19	46	26
86	4580	Clonard, . .	Ballinbarna, m.		R.C.	–	R.C.	66	48	114	52	37	89	41
87	4723	Moymet, . .	Kilbride, . .		R.C.	–	R.C.	58	44	102	36	28	64	32
88	4851	Slane, . .	Slane, . m.	V.C.	R.C.	–	R.C.	116	–	116	85	–	85	44
89	4852	Do. . .	Do. . . f.	V.C.	R.C.	–	R.C.	–	124	124	–	80	80	51
90	5007	Girley, . .	Girley, . m.		–	E.C.	R.C.	73	–	73	62	–	62	32
91	5052	Kiliary, . .	Heronstown, .		R.C.	–	R.C.	91	62	153	39	27	66	32
92	5061	Kells, . .	Kells, . i.		E.C.	–	E.C.	25	26	51	18	19	37	27
93	5062	Do. . .	Do. parochial, m.		E.C.	–	E.C.	31	25	56	22	17	39	29
94	5108	Girley, . .	Girley, . f.		–	E.C.	R.C.	–	62	62	–	46	46	28
95	5207	Killallon, .	Killallon, . m.		R.C.	–	R.C.	78	–	78	57	–	57	29
96	5281	Do. . .	Gehanstown, m.		R.C.	–	R.C.	78	–	78	44	–	44	25
97	5331	Grangegeeth, .	Creewood, . .		–	E.C.	R.C.	42	44	86	29	33	62	27
98	5605	Drumcondra, .	Drumcondra, f.		R.C.	–	R.C.	–	70	70	–	55	55	34
99	5731	Killallon, .	Killallon, . f.		R.C.	–	R.C.	–	74	74	–	55	55	27
100	5732	Drumcondra, .	Drumcondra, m.		R.C.	–	R.C.	107	–	107	77	–	77	42
101	5807	Nobber, . .	Nobber, . f.		–	R.C.	R.C.	–	108	108	–	81	81	48
102	5808	Dunshaughlin, .	Dunshaughlin, f.		R.C.	–	R.C.	–	80	80	–	58	58	36
103	6246	Knockcommon, .	Rathdrina, . .		–	E.C.	R.C.	41	21	62	34	19	53	33
104	6470	Culmullin, .	Culmullin, . f.	V.T.	R.C.	–	R.C.	–	80	80	–	61	61	37
105	6488	Loughcrew, .	Loughcrew, . .		–	E.C.	R.C.	72	94	166	48	79	127	77
106	6554	Duleek, . .	Duleek, . m.		R.C.	–	R.C.	89	–	89	69	–	69	41
107	6668	Donore, . .	Donore, . m.		R.C.	–	R.C.	73	–	73	58	–	58	34
108	6669	Do. . .	Do. . . f.		R.C.	–	R.C.	–	90	90	–	68	68	42

[a] Residence free.

1863.—Province of Leinster : County of Meath—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.							Amount of Local Emoluments received in Aid of Salary.							
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
16	16	11	10	5	58	9·4	0	15	1	1	10	0	1	10	0	25	13	4	8	0	0	—			8	0	0
17	28	8	4	–	57	9·8	0	6	10	—			—			20	0	0	1	15	6	—			1	15	6
39	20	6	12	4	81	8·7	1	8	3	1	10	0	—			23	5	0	3	4	6	—			[a]3	4	6
22	21	8	13	6	70	9·5	0	16	7	1	10	0	—			30	0	0	4	8	8	—			4	8	8
6	10	5	1	2	24	9·4	—			—			—			23	6	8	1	17	11	8	0	0	[a]9	17	11
17	16	6	10	2	51	9·2	1	0	6	—			—			24	0	0	3	10	0	3	0	0	[a]6	10	0
40	38	17	23	15	133	9·4	2	16	0	—			1	10	0	59	8	10	7	0	0	8	0	0	15	0	0
18	28	8	15	11	80	9·7	0	17	0	—			2	0	0	33	3	4	3	0	0	—			3	0	0
13	12	21	12	9	67	10·4	1	10	8	—			5	10	0	33	0	0	3	15	0	—			3	15	0
18	20	12	9	10	69	10·7	1	2	9	—			4	10	0	39	0	0	8	0	0	—			8	0	0
15	16	8	10	–	49	9·9	0	10	3	—			—			18	0	0	4	10	0	—			[a]4	10	0
12	12	10	7	8	49	10·7	1	19	5	—			—			24	0	0	6	1	0	—			[a]6	1	0
24	19	9	5	4	61	10·7	1	0	3	—			—			24	0	0	4	6	0	—			4	6	0
26	21	9	6	4	66	8·6	2	3	10	—			—			18	0	0	3	1	8	5	10	0	[a]8	11	8
30	25	16	8	6	85	9·7	1	3	10	—			1	0	0	36	6	8	1	9	0	4	10	0	[a]5	19	0
16	16	13	7	–	52	8·1	0	7	8	—			—			18	0	0	5	8	7	—			5	8	7
15	17	18	8	12	70	9·3	1	17	11	—			1	0	0	51	5	0	11	10	0	3	0	0	14	10	0
15	17	8	12	6	58	10·3	0	6	0	—			—			15	10	0	2	0	0	—			2	0	0
44	30	9	10	5	98	11·7	1	1	3	—			—			42	0	0	6	16	9	3	4	0	[a]10	0	9
31	21	11	11	3	77	9·2	0	14	2	—			2	0	0	29	7	2	6	13	11	2	0	0	8	13	11
17	13	14	9	10	63	9·7	0	10	3	—			—			20	0	0	2	3	6	—			2	3	6
15	29	13	13	8	78	9·5	1	16	0	—			—			36	0	0	7	3	0	1	0	0	8	3	0
9	15	15	13	8	60	9·1	1	8	1	—			3	0	0	54	0	0	9	0	0	2	10	0	11	10	0
19	15	8	6	7	55	9·6	1	15	3	1	10	0	1	10	0	20	0	0	3	19	2	—			3	19	2
24	13	9	4	7	57	8·9	0	11	6	—			—			20	0	0	3	2	4	3	10	0	[a]6	12	4
18	14	11	4	7	54	10·4	0	15	4	—			9	0	0	44	5	0	6	0	0	—			6	0	0
17	19	11	4	9	60	9·5	1	0	0	—			—			43	13	4	4	0	0	4	0	0	8	0	0
39	30	10	12	7	98	9·3	1	6	2	1	10	0	1	0	0	18	0	0	1	5	6	—			1	5	6
18	15	10	5	9	57	10·3	0	12	7	—			—			20	0	0	2	8	6	—			2	8	6
14	14	11	12	8	59	9·5	1	3	0	1	10	0	1	0	0	24	0	0	3	0	0	—			3	0	0
47	16	23	3	21	110	10·	1	0	7	—			9	0	0	72	13	4	7	0	0	5	10	0	[a]12	10	0
42	30	15	11	6	104	9·	1	5	0	1	17	6	1	0	0	32	0	0	3	15	1	—			[a]3	15	1
26	20	12	13	7	78	10·1	1	9	0	1	10	0	—			27	0	0	4	19	0	3	0	0	[a]7	19	0
22	8	18	8	13	69	11·	0	10	0	1	10	0	—			22	10	0	4	0	0	5	0	0	9	0	0
23	36	13	7	15	94	10·3	2	9	3	—			—			60	5	0	3	11	0	15	0	0	18	11	0
18	8	9	5	–	40	9·7	0	7	0	4	10	0	—			15	6	8	1	7	8	—			1	7	8
23	22	25	8	11	89	10·5	2	4	11	—			3	0	0	32	6	8	1	5	1	—			1	5	1
32	23	11	12	11	89	9·	1	1	3	—			—			24	0	0	—			30	0	0	[a]30	0	0
21	17	9	4	1	52	8·6	0	10	3	—			—			24	0	0	1	3	6	—			1	3	6
24	17	10	29	13	93	9·1	1	1	1	—			5	10	0	40	0	0	3	17	6	—			3	17	6
32	16	3	9	9	69	9·1	0	7	6	—			2	0	0	26	10	0	4	3	8	—			4	3	8
32	21	17	13	15	98	10·4	4	0	0	—			—			42	3	4	8	0	5	0	10	0	8	10	5
40	13	16	12	10	91	9·5	1	7	5	—			—			51	3	4	8	0	0	—			8	0	0
33	21	9	7	1	71	8·6	1	3	6	1	10	0	4	0	0	24	0	0	1	8	6	—			1	8	6
35	22	19	15	2	93	10·	—			—			—			18	0	0	5	1	2	—			5	1	2
25	14	–	–	–	39	6·	—			—			—			20	0	0	—			6	0	0	6	0	0
–	6	11	13	15	45	11·7	—			—			3	0	0	40	6	8	2	0	0	12	0	0	[a]14	0	0
27	15	5	2	4	53	8·9	1	12	2	1	10	0	4	0	0	24	0	0	1	6	0	—			1	6	[a]0
18	21	11	9	2	61	10·	1	0	0	—			—			24	0	0	1	16	0	—			1	16	0
15	16	9	9	1	50	9·	1	2	6	1	10	0	1	0	0	28	0	0	1	10	0	0	15	0	[a]2	5	0
18	20	9	8	4	59	9·1	1	13	8	1	10	0	—			16	0	0	2	8	0	4	0	0	[a]6	8	0
14	16	12	7	13	62	10·1	0	15	0	—			1	0	0	31	1	8	4	7	4	—			4	7	4
15	22	16	4	1	58	9·3	1	0	0	—			—			24	0	0	0	14	0	—			[a]0	14	0
24	37	5	8	14	88	9·5	1	0	0	—			—			43	3	4	6	9	6	—			6	9	6
17	27	17	14	11	86	10·1	1	14	6	—			4	10	0	69	6	8	2	14	2	4	0	0	6	14	2
12	18	12	12	4	58	9·8	2	17	4	1	10	0	—			26	0	0	5	4	2	—			5	4	2
22	12	11	5	3	53	10·	0	12	10	—			—			28	0	0	3	18	0	—			3	18	0
30	12	12	9	8	71	9·7	1	0	0	—			3	0	0	29	11	8	6	10	1	0	17	0	7	7	1
52	39	28	8	6	133	8·	2	0	1	—			5	0	0	51	8	4	—			25	0	0	25	0	0
24	26	18	9	1	78	–	1	2	7	—			—			28	0	0	6	5	10	—			6	5	10
19	20	7	18	4	68	9·9	1	2	7	—			—			24	0	0	6	11	7	4	10	0	11	1	7
17	21	10	18	14	80	10·2	1	15	2	—			—			16	6	8	5	3	8	4	10	0	9	13	8

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN A

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females.	Total.	Average number of Pupils on Rolls. Males.	Females.	Total.	Average Daily Attendance
109	6746	Killbeg,	Carlanstown, f.	v.c.	–	E.C.	R.C.	–	82	82	–	61	61	2
110	7120	Killyon,	Killyon, f.		R.C.	–	R.C.	–	62	62	–	50	50	3
111	7166	Ardagh,	Meath Hill, m.		R.C.	–	R.C.	102	–	102	66	–	66	2
112	7167	Do.	Do. f.		R.C.	–	R.C.	–	103	103	–	63	63	2
113	7233	Rodanstown,	Dolanstown,		R.C.	–	R.C.	46	24	70	25	12	37	1
114	7248	Castlejordan,	Castlejordan, m.		R.C.	–	R.C.	128	–	128	78	–	78	3
115	7252	Do.	Do. f.		R.C.	–	R.C.	–	127	127	–	79	79	4
116	7403	Oldcastle,	Gortloney,		R.C.	R.C.	R.C.	83	57	140	57	36	93	3
117	7499	Laracor,	Dangan, f.		R.C.	–	R.C.	–	134	134	–	83	83	4
118	7567	Kilmore,	Moynalvey, m.		R.C.	–	R.C.	58	–	58	49	–	49	3
119	7568	Do.	Do. f.		R.C.	–	R.C.	–	60	60	–	50	50	3
120	7592	Martrey,	Castlemartin,		–	R.C.	R.C.	49	29	78	35	21	56	2
121	7602	Gallow,	Gallow, m.		R.C.	–	R.C.	70	–	70	47	–	47	2
122	7604	Kilberry,	Kilberry, f.		R.C.	–	R.C.	–	57	57	–	49	49	2
123	7728	Clonard,	Longwood, f.		R.C.	–	R.C.	–	97	97	–	78	78	5
124	7741	Killyon,	Killyon, m.		R.C.	–	R.C.	61	–	61	46	–	46	2
125	7896	Kilberry,	Wilkinstown, f.		R.C.	–	R.C.	–	78	78	–	54	54	3
126	7940	Loughans,	Carnaross, f.		R.C.	–	R.C.	–	77	77	–	67	67	3
127	7941	Dunsany,	Dunsany, f.		R.C.	–	R.C.	–	62	62	–	51	51	2
128	7942	Loughans,	Woodpole, f.		–	E.C.	R.C.	–	96	96	–	73	73	3
129	8030	Kingscourt,	Carrickleck,		R.C.	–	R.C.	67	48	115	44	26	70	3
130	8036	Athboy,	Athboy, i.	B.	R.C.	–	R.C.	82	86	168	61	65	126	8
131	8045	Rathcore,	Connellstown,		R.C.	–	R.C.	50	26	76	39	22	61	2
132	8075	Clonard,	Clonard, f.		R.C.	–	R.C.	–	91	91	–	64	64	3
133	8091	Kilskyre,	Ballinlough, f.		–	R.C.	R.C.	–	113	113	–	84	84	5
134	8110	Dunshaughlin,	Dunshaughlin, m.		R.C.	–	R.C.	91	–	91	65	–	65	4
135	8193	Rathcore,	Enfield, m.		R.C.	–	R.C.	60	–	60	39	–	39	2
136	8194	Do.	Do. f.		R.C.	–	R.C.	–	78	78	–	71	71	3
137	8301	Gallow,	Gallow, f.		R.C.	–	R.C.	–	57	57	–	42	42	2
138	8428	Moynalty,	Kingsfort,		E.C.	–	E.C.	36	41	77	21	28	49	3
139	8473	Kilskyre,	Crossakeel,		–	E.C.	E.C.	15	10	25	9	6	15	
140	8501	Dowdstown,	Dillon's Bridge,		–	R.C.	R.C.	29	37	66	21	27	48	2
141	8755	Killallon,	Gehanstown, f.		R.C.	–	R.C.	–	79	79	–	52	52	2
142	8869	Grangegeeth,	Grangegeeth, m.		R.C.	–	R.C.	66	–	66	47	–	47	2
143	8913	Rathmolyon,	Ardenew, m.		R.C.	–	R.C.	66	–	66	48	–	48	2
144	8914	Do.	Do. f.		R.C.	–	R.C.	–	67	67	–	48	48	2
145	9039	Bective,	Robinstown,		R.C.	–	R.C.	59	48	107	44	38	82	3
146	9238	Kilskyre,	Ballinlough, m.		R.C.	–	R.C.	115	–	115	83	–	83	4
			Total of Ordinary Schools, 146,					7,087	6,321	13,408	4,951	4,512	9,463	5,09
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	5630	Trim,	Trim Dist. Mod. m.	v.c.	–	Commrs. of N. E.	R.C.	240	–	240	163	–	163	11
2	5631	Do.	Do. f.	v.c.	–		R.C.	–	216	216	–	147	147	9
3	5632	Do.	Do. i.	v.c.	–		E.C.	43	108	151	18	63	81	5
4	6592	Loughans,	Woodpole 1st Cl. Ag.		–	E.C.	R.C.	129	–	129	93	–	93	5
5	885	Ratoath,	Ratoath Ord. Ag.		R.C.	–	R.C.	136	–	136	93	–	93	5
6	883	Navan,	Navan Convent, f.		R.C.	–	R.C.	155	419	574	100	285	385	22
7	7472	Do.	Do. (No. 2), f.		R.C.	–	R.C.	102	264	366	79	206	285	16
8	3143	Dunshaughlin,	Dunshaughlin Workh.		–	P. L. Guard.	R.C.	26	34	60	20	24	44	3
9	3280	Trim,	Trim do.		–		R.C.	54	42	96	39	29	68	5
10	3409	Navan,	Navan do.		–		R.C.	40	52	92	22	40	62	4
11	3410	Kells,	Kells do.		–		R.C.	44	44	88	27	31	58	3
12	3544	Oldcastle,	Oldcastle do.		–		R.C.	42	50	92	32	38	70	5
			Total of Special Schools, 12,					1,011	1229	2,240	686	863	1,549	98
			Grand Total for Co. Meath, 158,					8,093	7,550	15,648	5,637	5,375	11,012	6,08

[a] Residence free.

1863.—Province of LEINSTER: County of MEATH—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
25	12	19	10	2	68	9·7	1 3 10	—	1 0 0	29 5 0	2 5 8	5 2 6	7 8 2
11	17	14	6	8	56	11·1	1 12 5	1 10 0	—	26 0 0	6 14 9	—	6 14 9
30	33	14	6	6	89	12·	—	1 10 0	—	24 0 0	2 9 6	2 5 0	a4 14 6
30	22	21	2	3	78	12·	1 0 3	1 10 0	—	16 0 0	1 6 10	—	1 6 10
21	10	8	5	3	47	9·	0 6 7	1 10 0	—	18 0 0	3 4 1	—	a3 4 1
37	36	16	11	9	109	11·2	2 0 6	—	—	30 18 4	7 1 0	1 0 0	a8 1 0
33	39	–	19	22	113	10·5	0 11 0	—	4 10 0	34 0 0	3 16 4	3 0 0	6 16 4
41	28	16	8	–	93	8·7	2 10 5	—	—	14 10 0	4 0 0	2 0 0	6 0 0
30	31	18	8	8	95	9·6	1 17 9	—	1 10 0	35 16 8	4 5 11	—	4 5 11
16	11	9	6	11	53	10·1	0 10 3	—	—	24 0 0	5 11 8	—	5 11 8
15	15	12	2	10	54	10·5	1 0 6	1 10 0	—	20 0 0	2 14 3	—	a2 14 3
14	20	14	8	5	61	9·8	1 6 9	1 10 0	—	24 0 0	5 14 10	—	a5 14 10
20	14	7	7	–	48	10·4	1 7 6	1 10 0	—	21 0 0	1 5 3	—	1 5 3
13	10	9	7	11	50	10·8	1 6 0	—	2 0 0	25 11 8	6 0 0	—	6 0 0
19	23	19	9	17	87	10·	4 13 2	1 17 6	9 0 0	46 3 4	7 18 4	—	7 18 4
15	14	11	8	4	52	10·	0 15 7	1 10 0	—	20 15 0	2 15 2	0 12 6	3 7 8
19	10	14	5	8	56	9·5	1 1 9	—	1 0 0	34 13 4	8 0 0	—	8 0 0
18	22	28	6	2	76	9·3	1 3 6	—	—	26 3 4	2 10 0	—	2 10 0
10	7	22	10	3	52	10·	1 0 0	—	—	20 0 0	3 15 6	10 0 0	13 15 6
19	16	19	12	14	80	9·5	3 1 5	—	3 10 0	33 18 4	3 3 8	—	3 3 8
26	23	20	11	8	88	10·	1 14 3	—	—	24 16 8	3 15 2	—	3 15 2
107	28	2	–	–	137	5·1	0 13 8	—	4 10 0	50 6 8	4 1 8	—	4 1 8
14	14	20	10	8	66	11·	0 8 0	—	—	15 15 0	2 17 6	—	2 17 6
13	20	15	11	6	65	10·3	1 9 11	—	—	20 0 0	5 4 0	—	5 4 0
17	18	10	26	20	91	9·7	2 2 10	—	5 0 0	53 3 4	4 0 0	—	4 0 0
23	12	13	11	15	74	9·8	1 10 7	—	—	32 10 0	6 18 10	—	6 18 10
14	6	5	6	7	38	9·7	1 0 3	—	—	21 11 8	2 0 0	—	2 0 0
11	16	16	5	27	75	10·3	1 17 5	—	1 10 0	29 3 4	4 19 0	1 10 0	6 9 0
9	16	10	5	3	43	10·3	0 11 3	2 9 0	—	17 10 0	2 3 7	—	2 3 7
20	15	15	10	4	64	9·	1 0 0	1 10 0	1 10 0	30 0 0	11 10 0	—	a11 10 0
7	5	4	3	–	19	7·5	1 11 0	—	—	—	—	20 0 0	b20 0 0
15	14	2	15	–	46	8·9	—	—	—	18 0 0	5 3 0	0 10 0	a5 13 0
25	20	6	4	1	56	7·8	1 0 0	—	1 10 0	16 0 0	1 6 9	—	1 6 9
19	11	8	4	1	43	12·6	—	—	—	15 0 0	1 6 2	—	1 6 2
13	20	6	7	2	48	9·7	0 10 3	—	—	19 0 0	3 7 1	—	3 7 1
6	20	14	1	4	45	10·4	0 12 0	—	—	13 6 8	1 16 6	—	1 16 6
20	21	15	5	10	71	9·8	0 16 0	—	—	27 18 4	7 3 6	5 0 0	a12 3 6
20	13	37	9	10	89	9·6	—	—	—	1 10 0	5 3 0	—	a5 3 0
3,174	2,750	1,961	1,348	1,104	10,337		195 16 9	51 19 0	172 10 0	4,273 19 7	620 11 7	302 1 6	922 13 1
15	50	38	27	46	176	11·							
25	41	37	28	31	162	11·5	30 1 9	2 14 0	—	650 1 6	69 6 5	—	69 6 5
60	32	8	–	–	100	5·3							
20	25	23	23	17	108	10·7	2 18 7	—	6 0 0	84 6 8	4 6 7	22 16 4	27 2 11
28	33	–	24	16	101	9·7	2 17 10	—	—	70 0 0	6 10 0	—	a6 10 0
216	106	70	32	34	458	8·	15 12 6	—	5 0 0	64 5 0	12 5 4	—	12 5 4
150	85	38	32	30	335	8·	13 0 7	3 0 0	8 15 0	61 16 8	7 10 8	—	7 10 8
32	6	5	4	–	47	9·8	—	—	1 10 0	—	—	—	—
23	16	14	17	4	74	9·5	3 14 2	—	11 10 0	—	—	—	—
29	17	9	7	–	62	9·5	4 5 3	—	—	—	—	—	—
46	6	6	4	–	62	7·4	—	—	—	—	—	—	—
45	17	7	10	–	79	9·7	3 9 2	—	1 10 0	—	—	—	—
689	434	255	208	178	1,764		75 19 10	24 14 0	34 5 0	930 9 10	99 19 0	22 16 4	122 15 4
3,863	3,184	2,216	1,556	1,282	12,101		271 16 7	76 13 0	206 15 0	5,204 9 5	720 10 7	324 17 10	1,045 8 5

b Residence and garden free.

I.—List of Schools in operation on th

QUEEN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
			ORDINARY TOWN AND RURAL SCHOOLS.			*								
1	667	Killeshin,	Graigue, . .		R.C.	–	R.C.	127	–	127	102	–	102	53
2	892	Tankardstown,	Shanganmore, .		R.C.	–	R.C.	64	35	99	47	25	72	38
3	894	Ballyadams,	Ballyadams, .		R.C.	–	R.C.	66	61	127	46	37	83	35
4	895	Dysartgallen,	Ballinakill, . m.		R.C.	–	R.C.	159	–	159	126	–	126	78
5	896	Do. .	Do. . f.		R.C.	–	R.C.	–	205	205	–	149	149	97
6	898	Ardea, .	Rock, . .		R.C.	–	R.C.	68	40	108	35	27	62	27
7	899	Coolbanagher,	Morette, . .		R.C.	–	R.C.	62	45	107	39	29	68	32
8	900	Clonenagh,	Oak, . .		R.C.	–	R.C.	70	63	133	43	32	75	37
9	903	Clonenagh,	Ballyfin, . .		R.C.	–	R.C.	76	70	146	45	42	87	43
10	906	Do. .	Trumera, . .		R.C.	–	R.C.	71	57	128	46	42	88	48
11	907	Kilmarnan,	Clonaslee, . m.	V.T.	E.C.	E.C.	R.C.	114	–	114	71	–	71	35
12	908	Do. .	Do. . f.	V.T.	E.C.	E.C.	R.C.	–	101	101	–	68	68	35
13	909	Castlebrack,	Clonaghadoe, .		R.C.	–	R.C.	70	37	107	55	27	82	38
14	911	Coolbanagher,	Emo, . .		R.C.	–	R.C.	65	61	126	49	44	93	40
15	913	Lea, .	Killinard, . m.		R.C.	–	R.C.	107	–	107	53	–	53	23
16	914	Do. .	Do. . f.		R.C.	–	R.C.	–	106	106	–	69	69	29
17	918	Offerlane,	Castletown, day, m.		–	E.C.	R.C.	135	–	135	91	–	91	40
			Do. . . evg.		–	–	–	78	–	78	35	–	35	14
18	922	Rosenallis,	Mountmellick, m.		R.C.	–	R.C.	320	–	320	227	–	227	122
19	924	Rearymore,	Reary, . .		R.C.	–	R.C.	82	53	135	53	39	92	47
20	925	Clonenagh,	Raheen, . .		R.C.	–	R.C.	99	63	162	57	34	91	47
21	928	Rathdowney,	Errille, . day,		–	E.C.	R.C.	80	77	157	50	45	95	56
			Do. . . evg.		–	–	–	51	–	51	32	–	32	22
22	1156	Do. .	Rathdowney, m.	V.T.	R.C.	–	R.C.	190	–	190	107	–	107	45
23	1157	Do. .	Do. . f.	V.T.	R.C.	–	R.C.	–	172	172	–	116	116	55
24	1178	Clonenagh,	Clonad, . .		R.C.	–	R.C.	52	49	101	31	29	60	25
25	1218	Killabban,	Rushes, . m.	A.	R.C.	–	R.C.	117	–	117	71	–	71	35
26	1311	Donaghmore,	Killadooley, .	V.T.	R.C.	–	R.C.	145	100	245	77	47	124	50
27	1312	Killabban,	Arles, . m.	V.T.	R.C.	–	R.C.	90	–	90	67	–	67	37
28	1555	Ballyroan,	Ballyroan, . m.		R.C.	–	R.C.	80	–	80	60	–	60	34
29	1556	Do. .	Do. . f.		R.C.	–	R.C.	–	86	86	–	60	60	33
30	1635	Tullomoy,	Luggacurren, m.	V.C.	–	E.C.	R.C.	81	52	133	54	50	104	65
31	1727	Killabban,	Ballylinan, . m.	V.T.	R.C.	–	R.C.	96	–	96	67	–	67	32
32	1879	Do. .	Arles, . f.	V.T.	R.C.	–	R.C.	–	115	115	–	91	91	47
33	1905	Clonenagh,	Shanahoe, . .		R.C.	–	R.C.	52	47	99	38	32	70	35
34	1906	Borris, .	Heath, . .		R.C.	–	R.C.	77	58	135	41	21	62	50
35	2280	Aghaboe, .	Borris-in-Ossory, m.		R.C.	–	R.C.	116	–	116	77	–	77	35
36	2324	Dysartgallen,	Knock, . m.		R.C.	–	R.C.	75	–	75	54	–	54	32
37	2731	Offerlane,	Castletown, . f.	V.T.	–	E.C.	R.C.	–	123	123	–	78	78	36
38	3054	Rosenallis,	Derlamogue, .		R.C.	–	R.C.	62	36	98	33	23	56	22
39	3256	Killabban,	Rushes, . f.	A.	R.C.	–	R.C.	–	79	79	–	59	59	27
40	3361	Abbeyleix,	Abbeyleix, . m.		R.C.	–	R.C.	124	–	124	89	–	89	45
41	3402	Erke, .	Graigue, . .		–	E.C.	R.C.	62	50	112	54	34	88	38
42	3457	Rathaspick,	Wolf-hill, . m.		R.C.	–	R.C.	133	–	133	112	–	112	52
43	3458	Do. .	Do. . f.		R.C.	–	R.C.	–	142	142	–	109	109	52
44	3517	Durrow, .	Durrow,[b] . m.		–	R.C.	–	–	–	–	–	–	–	–
45	3700	Kyle, .	Ballaghmore, .		R.C.	–	R.C.	74	75	149	48	45	93	46
46	3834	Killabban,	Ballylinan, . f.	V.T.	R.C.	–	R.C.	–	96	96	–	78	78	45
47	4408	Clonenagh,	Comris, . .		R.C.	–	R.C.	75	58	133	44	36	80	38
48	4525	Dysartenos,	Aughnahila, .		R.C.	–	R.C.	105	70	175	71	49	120	52
49	4776	Rathaspick,	Fairymount, day, m.	V.C.	–	Diss.	R.C.	102	–	102	66	–	66	28
			Do. . . evg.		–	–	–	46	–	46	37	–	37	17
50	4777	Do. .	Do. . f.	V.C.	–	Diss.	R.C.	–	125	125	–	89	89	24
51	4778	Killabban,	Killabban, . m.	V.C.	R.C.	–	R.C.	93	–	93	58	–	58	41
52	4779	Do. .	Do. . f.	V.C.	R.C.	–	R.C.	–	85	85	–	63	63	46
53	4780	Tullomoy,	Luggacurrin, f.	V.C.	–	E.C.	R.C.	–	67	67	–	55	55	31
54	4989	Ballyroan,	Cullinagh, . .		–	E.C.	R.C.	48	37	85	37	29	66	27
55	5032	Durrow, .	Durrow.[b] . f.		–	R.C.	–	–	–	–	–	–	–	–
56	5208	Clonenagh,	Briscoli, . .		R.C.	–	R.C.	83	84	167	48	55	103	45
57	5209	Aghmacart,	Cullohill, . m.		R.C.	–	R.C.	70	–	70	50	–	50	28
58	5264	Killeshin,	Killeshin, . .		R.C.	–	R.C.	46	61	107	37	47	84	30
59	5388	Aghmacart,	Cullohill, . f.		R.C.	–	R.C.	–	122	122	–	85	85	60

* Residence free.

st December, 1863.—Province of LEINSTER.

UNTY—93 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their Proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
44	29	10	17	1	101	11·	1 14 3	—	—	39 0 0	4 14 10	—	[a]4 14 10	
30	19	17	14	6	86	9·3	0 12 5	—	1 0 0	23 11 8	4 11 9	—	[a]4 11 9	
27	25	16	14	9	91	10·	—	—	—	24 0 0	2 13 6	3 0 0	5 13 6	
35	41	29	18	15	138	9·2	3 3 2	—	—	85 3 4	12 3 6	—	12 3 6	
62	44	30	22	10	168	10·	2 4 5	—	3 0 0	71 6 8	9 4 1	—	9 4 1	
42	34	17	4	3	100	9·5	1 1 9	—	—	24 0 0	5 9 5	—	[a]5 9 5	
36	16	14	15	–	81	9·9	3 15 10	—	—	36 0 0	4 2 1	16 0 0	[a]20 2 1	
59	31	14	7	–	111	8·8	1 3 4	—	2 0 0	24 0 0	2 14 6	0 10 0	3 4 6	
53	24	15	20	–	112	9·3	1 7 6	—	—	32 0 0	4 9 3	—	4 9 3	
38	29	15	12	6	100	10·5	1 17 6	—	4 0 0	46 0 0	1 19 0	0 15 0	2 14 0	
21	23	15	13	4	76	9·6	1 2 7	—	2 0 0	31 10 0	2 9 1	—	2 9 1	
23	20	16	10	6	75	9·6	1 1 3	—	—	42 12 6	2 5 8	—	2 5 8	
21	23	14	11	16	85	9·6	1 7 6	—	3 0 0	50 6 8	6 6 0	—	[a]6 6 0	
53	29	7	11	–	100	9·8	1 5 9	—	—	32 0 0	3 4 7	13 0 0	[a]16 4 7	
32	21	10	6	–	69	10·1	1 0 5	—	—	24 0 0	3 13 8	—	3 13 8	
37	27	9	5	–	78	10·6	0 19 3	—	—	24 0 0	1 18 2	4 0 0	5 18 2	
41	21	17	14	9	102	10·1	0 17 6	—	3 0 0	61 0 0	22 15 9	10 0 0	32 15 9	
5	5	16	16	2	44	18·5					0 17 4	—	0 17 4	
128	51	31	26	30	266	11·	3 15 2	—	8 10 0	70 3 4	26 0 0	—	[a]26 0 0	
17	34	21	18	12	102	10·	1 12 0	—	2 0 0	58 16 8	6 11 4	—	6 11 4	
39	47	17	8	6	117	9·6	3 18 7	—	4 0 0	44 0 0	11 4 10	—	11 4 10	
51	34	16	15	2	118	9·	1 5 3	—	9 10 0	63 5 0	9 13 7	19 10 0	[a]29 3 7	
–	9	11	11	3	34	19·					2 14 9	—	2 14 9	
41	30	24	12	8	115	9·8	3 1 5	—	—	56 11 8	9 11 10	3 15 0	[b]13 6 10	
49	37	10	9	9	114	9·6	11 14 7	—	—	60 3 4	2 15 10	—	2 15 10	
34	25	12	9	–	80	9·2	0 12 6	—	—	17 0 0	4 16 11	—	4 16 11	
27	25	21	6	2	81	9·8	0 14 9	—	—	29 1 8	1 9 0	—	1 9 0	
61	34	20	19	12	146	9·7	2 11 10	—	—	31 5 0	4 1 3	—	4 1 3	
17	26	12	8	6	69	10·7	3 1 9	—	—	26 6 8	3 13 2	—	3 13 2	
26	20	16	12	3	77	10·	1 8 11	—	1 0 0	33 6 8	2 19 2	—	2 19 2	
24	15	11	12	4	66	9·8	1 15 9	—	—	30 6 8	2 7 8	—	[a]2 7 8	
20	9	6	7	19	61	9·9	4 7 1	—	2 10 0	85 9 2	7 10 6	15 0 0	22 10 6	
26	21	10	3	7	67	12·	1 16 9	—	—	28 0 0	2 15 9	—	2 15 9	
42	21	15	8	7	93	9·2	4 12 2	—	—	33 0 0	4 0 11	—	4 0 11	
34	20	11	7	1	73	10·	0 13 0	1 10 0	—	24 0 0	3 0 0	—	3 0 0	
54	24	27	16	–	121	10·	1 8 1	—	—	24 0 0	1 17 4	10 0 0	11 17 4	
38	11	17	2	12	80	9·6	2 8 10	—	—	12 10 0	2 12 5	—	2 12 5	
11	22	18	8	3	62	10·	0 10 5	1 10 0	—	40 3 4	7 10 0	—	[a]7 10 0	
41	30	10	6	3	90	10·	3 3 10	—	3 0 0	33 10 0	6 6 10	10 0 0	16 6 10	
24	29	7	5	–	65	9·1	0 12 6	—	—	18 0 0	2 9 8	—	2 9 8	
29	22	12	5	3	71	10·5	5 9 1	—	—	26 0 0	0 14 3	—	0 14 3	
39	36	14	7	5	101	9·5	1 6 11	—	5 10 0	38 6 8	8 15 6	—	8 15 6	
23	21	18	16	8	86	9·7	1 6 0	—	—	45 0 0	3 19 3	10 0 0	13 19 3	
22	34	22	21	14	113	9·3	0 14 0	—	—	41 0 0	0 6 2	—	0 6 2	
23	30	26	16	11	106	10·	1 16 4	—	4 0 0	64 3 4	4 0 0	—	4 0 0	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
21	49	26	13	15	124	10·5	1 15 7	—	—	24 0 0	8 2 9	—	[a]8 2 9	
22	24	16	16	6	84	11·2	7 11 1	—	—	31 13 4	3 6 1	—	3 6 1	
50	28	18	8	–	104	9·5	1 4 1	—	—	18 0 0	2 4 8	—	2 4 8	
59	19	30	17	17	142	10·3	2 16 11	—	—	38 0 0	3 11 11	2 0 0	[a]5 11 11	
32	18	8	6	4	68	10·	1 12 11	4 0 0	—	24 10 0	0 16 6	—	0 16 6	
1	9	7	11	6	34	21·2					2 12 9	—	2 12 9	
46	2	25	9	8	90	11·	0 12 6	—	—	19 5 0	0 12 10	—	0 12 10	
23	15	8	15	7	68	9·6	0 14 0	—	1 10 0	29 1 8	9 10 0	—	9 10 0	
22	10	16	13	11	72	9·8	5 3 11	—	1 10 0	31 15 0	3 18 6	—	[a]3 18 6	
13	23	12	7	4	59	8·7	—	—	3 0 0	31 6 8	1 8 7	15 0 0	16 8 7	
35	21	5	8	–	69	9·	1 0 11	—	—	24 0 0	3 11 9	4 0 0	[a]7 11 9	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
63	41	10	10	–	124	8·9	0 18 9	—	1 10 0	32 0 0	1 2 10	—	1 2 10	
18	12	7	7	5	49	11·4	1 3 7	—	—	24 0 0	6 19 6	—	6 19 6	
43	31	9	10	4	97	10·	0 10 10	1 10 0	—	24 0 0	3 19 3	2 0 0	[a]5 19 3	
29	25	28	10	12	104	11·5	1 3 3	3 1 17 6	—	57 10 0	6 7 11	—	6 7 11	

[b] Grants suspended.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
60	5442	Rosenallis,	Rosenallis,		R.C.	–	R.C.	57	73	130	36	47	83	38
61	5495	Bordwell,	Foxrock,		R.C.	–	R.C.	44	31	75	26	18	44	22
62	6129	Dysartenos,	Loughtage,		R.C.	E.C.	R.C.	59	41	100	40	24	64	36
63	6256	Stradbally,	Stradbally, m.		R.C.	–	R.C.	114	–	114	84	–	84	52
64	6301	Clonenagh,	Mountrath, m.		–	E.C.	E.C.	86	–	86	46	–	46	21
65	6302	Do.	Do. f.		–	E.C.	E.C.	–	63	63	–	35	35	17
66	6450	Do.	Kilbricken, m.		E.C.	–	R.C.	70	–	70	47	–	47	c24
67	6555	Lea,	Rath,		–	R.C.	R.C.	66	61	127	41	31	72	37
68	6671	Timahoe,	Timahoe,		R.C.	–	R.C.	63	58	121	45	32	77	41
69	6836	Clonenagh,	Kilbricken, f.		–	E.C.	R.C.	–	54	54	–	36	36	c18
70	7505	Rathaspick,	Boley,		R.C.	–	R.C.	74	52	126	50	34	84	44
71	7512	Dysartgallen,	Knock, f.		R.C.	–	R.C.	–	78	78	–	55	55	32
72	7636	Clonenagh,	Coote-street, m.		R.C.	–	R.C.	229	–	229	165	–	165	80
73	7652	Aghmacart,	Gurteen,		R.C.	–	R.C.	74	56	130	54	40	94	52
74	7703	Aghaboe,	Ballacolea,		R.C.	–	R.C.	73	43	116	36	26	62	30
75	7915	Moyanna,	Vicarstown,		R.C.	–	R.C.	65	43	108	40	25	65	31
76	8095	Offerlane,	Killanure,		R.C.	–	R.C.	46	61	107	28	38	66	42
77	8693	Clonone,	Cappagh, [a]		R.C.	–	–	–	–	–	–	–	–	–
78	8749	Kilmanman,	Castlecuffe,		R.C.	–	R.C.	87	47	134	54	34	88	48
79	8882	Offerlane,	Clonin,		R.C.	–	R.C.	52	40	92	35	29	64	31
80	8890	Aghaboe,	Ballycuddy,		R.C.	–	R.C.	39	33	72	27	18	45	22
81	9137	Killabban,	Ardough,		R.C.	–	R.C.	62	31	93	35	29	64	49
82	9138	Clonenagh,	Barnashrone,		R.C.	–	R.C.	53	51	104	47	43	90	43
			Total of Ordinary Schools, 82,					5,671	3,979	9,650	3,766	2,683	6,449	3,288
			CONVENT, POOR LAW UNION, AND GAOL SCHOOLS.											
1	902	Clonenagh,	Coote-st. Conv., f.	B.	R.C.	–	R.C.	–	277	277	–	197	197	119
2	1956	Borris,	Maryborough do. f.		R.C.	–	R.C.	–	422	422	–	278	278	182
3	3526	Abbeyleix,	Abbeyleix do. f.		R.C.	–	R.C.	–	174	174	–	159	159	83
4	6497	Stradbally,	Stradbally do. f.		R.C.	–	R.C.	72	296	368	64	258	322	184
5	7183	Rosenallis,	Mountmellick do. f.		R.C.	–	R.C.	–	360	360	–	268	268	144
6	7442	Aghaboe,	Borris-in-Ossory do. f.		R.C.	–	R.C.	–	126	126	–	96	96	54
7	3411	Abbeyleix,	Abbeyleix Workh.		–	Gov. Poor Law Guards.	R.C.	39	37	76	25	28	53	40
8	4315	Ardea,	Mountmellick do.		–		R.C. / E.C.	90	106	196	60	65	125	98
9	9006	Rathdowney,	Donaghmore do.		–		R.C.	19	19	38	15	16	31	25
10	8993	Marybero,	Marybero' Gaol, m.		–	Gov. Gaol.	E.C.	167	–	167	17	–	17	15
11	8994	Do.	Do. f.		–		E.C.	–	110	110	–	12	12	12
			Total of Special Schools, 11,					387	1,927	2,314	181	1,377	1,558	956
			Grand Total for Queen's Co., 93,					6,058	5,906	11,964	3,947	4,060	8,007	4,244

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	930	Ballyloughloe,	Mount Temple, day m.	V.T.	R.C.	–	R.C.	95	–	95	54	–	54	30
			Do. evg.		–	–	R.C.	61	–	61	35	–	35	20
2	932	Castletowndelvin,	Ballinvally, f.	V.T.	–	E.C.	R.C.	–	76	76	–	55	55	31
3	933	Mullingar,	Mullingar, e	V.T.	R.C.	–	–	–	–	–	–	–	–	–
4	939	Killua,	Clonmellon, f.		R.C.	–	R.C.	–	127	127	–	74	74	48
5	940	Killucan,	St. Mary's,		R.C.	–	R.C.	69	81	150	48	57	105	60
6	941	Kilmacnevan,	Emper, m.	V.T.	–	E.C.	R.C.	98	–	98	69	–	69	34
7	942	Rathconrath,	Milltown,		R.C.	–	R.C.	62	51	113	46	39	85	41
8	943	Templepatrick,	Moyvore, m.	V.T.	R.C.	–	R.C.	105	–	105	72	–	72	38
9	944	Do.	Do. f.	V.T.	R.C.	–	R.C.	–	104	104	–	65	65	34

[a] Residence free.

[b] Residence and garden free.

363.—Province of LEINSTER: QUEEN'S County—*continued.*

RAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
28	39	13	11	8	99	9·5	1 13 9	1 17 6	1 0 0	34 11 8	5 15 3	—	[b]5 15 3	
23	8	14	7	6	58	10·	—	1 2 6	—	24 0 0	3 11 4	—	3 11 4	
29	26	6	3	4	68	8·7	1 3 3	3 0 11	—	40 16 8	6 14 6	10 0 0	[a]16 14 6	
33	19	15	16	6	89	10·	1 10 3	5 11 7	—	34 13 4	6 17 7	—	6 17 7	
39	7	5	5	1	57	9·2	2 10 2	1 10 0	1 10 0	39 13 4	—	15 0 0	[a]15 0 0	
25	10	6	2	1	44	9·9	—	—	—	20 0 0	—	15 0 0	[a]15 0 0	
–	–	–	–	–	–	–	2 13 4	—	—	55 0 0	1 8 0	20 0 0	[a]21 8 0	
41	31	12	8	1	93	9·8	0 11 6	—	5 0 0	33 3 4	7 9 1	—	7 9 1	
34	20	16	9	7	86	10·5	0 10 11	2 1 1	—	37 15 0	9 7 1	—	[a]9 7 1	
–	–	–	–	–	–	–	—	—	—	30 0 0	1 0 0	12 0 0	[a]13 0 0	
38	30	14	10	7	99	11·7	1 13 9	—	1 0 0	32 13 4	3 10 8	—	3 10 8	
11	20	12	11	12	66	9·	0 18 4	—	1 10 0	32 3 4	5 3 11	—	5 3 11	
79	58	29	14	4	184	10·	3 4 4	1 17 6	—	47 11 8	—	—	—	
51	20	16	17	1	105	9·8	0 12 8	2 9 0	—	23 14 2	5 11 11	—	5 11 11	
30	22	5	6	3	66	11·5	0 15 0	1 10 0	—	24 0 0	2 10 2	—	2 10 2	
17	29	14	7	1	68	11·5	0 15 0	2 13 11	1 0 0	40 13 4	7 14 0	12 0 0	[a]19 14 0	
32	24	12	10	–	78	9·7	1 16 2	—	—	23 0 0	7 9 10	—	[a]7 9 10	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
25	38	17	24	8	112	11·2	2 13 3	—	—	32 0 0	6 3 11	—	6 3 11	
28	27	13	9	–	77	9·5	1 8 2	—	—	18 15 0	4 12 7	1 0 0	[a]5 12 7	
22	22	9	6	–	59	9·4	0 8 3	—	—	18 0 0	4 4 6	1 10 0	5 14 6	
38	28	8	6	–	80	9·1	—	4 10 0	—	19 6 8	5 0 0	—	5 0 0	
48	24	18	12	–	102	10·5	0 11 10	4 10 0	—	5 0 0	2 0 5	—	2 0 5	
2,747	2,007	1,195	874	446	7,269		142 10 2	43 1 6	76 10 0	2,779 12 6	394 0 2	225 0 0	619 0 2	
98	56	35	25	26	240	8·5	2 5 6	—	2 0 0	58 18 4	11 15 0	—	11 15 0	
133	61	57	19	22	292	8·2	16 2 11	—	9 10 0	79 0 0	—	—	—	
73	39	22	14	9	157	9·5	8 17 3	—	—	42 0 0	—	—	—	
181	25	45	30	15	296	9·6	2 8 8	—	1 10 0	80 11 8	—	—	—	
118	74	54	33	23	302	10·	5 3 8	—	8 10 0	70 16 8	—	—	—	
54	33	11	2	8	108	9·6	0 19 3	4 17 0	—	28 3 4	1 18 0	—	1 18 0	
44	14	–	5	–	63	7·2	—	—	—	—	—	—	—	
77	33	23	11	3	147	8·8	4 3 6	—	3 10 0	—	—	—	—	
23	5	6	–	–	34	8·	0 12 3	—	—	—	—	—	—	
23	18	13	–	–	54	29·	—	—	—	—	—	—	—	
23	3	5	3	–	34	30·	—	—	—	—	—	—	—	
847	361	271	142	106	1,727		40 13 0	4 17 0	25 0 0	359 10 0	13 13 0	—	13 13 0	
3,594	2,368	1,466	1,016	552	8,996		183 3 2	47 18 6	101 10 0	3,139 2 6	407 13 2	225 0 0	632 13 2	

VESTMEATH—124 Schools.

27	20	11	11	3	72	9·5	2 0 3	1 10 0	—	29 6 1	4 10 6	—	4 10 6	
6	6	23	22	–	57	24·5	—	—	—	—	1 13 6	—	1 13 6	
11	11	20	11	3	56	10·1	1 3 3	—	—	22 0 0	2 10 2	12 0 0	[a]14 10 2	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
33	20	16	15	8	92	10·6	1 15 6	—	6 0 0	42 6 8	2 0 0	—	2 0 0	
33	27	45	12	–	117	9·	1 0 3	—	—	32 0 0	5 3 6	—	5 3 6	
30	14	12	12	7	75	11·4	0 12 3	—	—	38 0 0	4 0 0	4 0 0	[a]8 0 0	
11	21	10	3	3	48	10·7	0 17 9	—	—	28 0 0	3 5 0	—	[a]3 5 0	
15	15	26	13	8	77	10·1	0 17 3	—	2 0 0	35 6 8	6 3 9	2 0 0	8 3 9	
21	20	27	9	4	81	9·3	—	—	—	16 0 0	2 2 0	—	2 2 0	

[c] Attendance taken from Inspector's report. [d] Grants withdrawn. [e] Temporarily inoperative.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
10	1122	Castlelost,	Rochfordbridge, m.		R.C.	–	R.C.	71	–	71	61	–	61	34
11	1208	Ballyloughloe,	Mount Temple, f.	v.t.	R.C.	–	R.C.	–	70	70	–	49	49	27
12	1314	Killucan,	Correlstown, m.	v.t.	R.C.	–	R.C.	63	–	63	45	–	45	26
13	1315	Kilbeggan,	Kilbeggan, m.	v.t.	R.C.	–	R.C.	124	–	124	82	–	82	49
14	1422	Templeoran,	Sonna, m.	v.t.	–	E.C.	R.C.	56	–	56	41	–	41	22
15	1428	Rathconrath,	Irishtown, .	v.t.	R.C.	–	R.C.	112	80	192	81	58	139	44
16	1429	Street,	Lismacaffrey, m.	v.t.	R.C.	–	R.C.	128	–	128	88	–	88	45
17	1430	St. Mary's,	Anchorsbower, day, m.	v.t.	R.C.	–	R.C.	166	–	166	102	–	102	62
			Do. . . evg.		–	–	R.C.	86	–	86	41	–	41	21
18	1474	Killulagh,	Glackstown, .		R.C.	–	R.C.	46	25	71	36	18	54	23
19	1492	Kilmacnevan,	Emper, f.	v.t.	–	E.C.	R.C.	–	54	54	–	52	52	24
20	1493	St. Mary's,	Anchorsbower, f.	v.t.	R.C.	–	R.C.	–	200	200	–	145	145	90
21	1527	Killucan,	Correlstown, f.	v.t.	R.C.	–	R.C.	–	68	68	–	53	53	29
22	1565	Street,	Lismacaffrey, f.	v.t.	R.C.	–	R.C.	–	114	114	–	86	86	44
23	1731	Kilbixy,	Ballynacargy, .		–	E.C.	R.C.	85	–	85	68	–	68	35
24	1754	Kilkenny, West,	Toberclair, . m.	v.t.	R.C.	–	R.C.	174	–	174	107	–	107	60
25	1880	Ballymorin,	Newbristy, .	v.t.	R.C.	–	R.C.	33	48	81	25	37	62	32
26	1907	Templeoran,	Sonna, f.	v.t.	–	E.C.	R.C.	–	47	47	–	35	35	17
27	1971	Kilbeggan,	Kilbeggan, f.	v.t.	R.C.	–	R.C.	–	98	98	–	67	67	31
28	2092	CastletownKindalen,	Castletown Geoghegan, m.	v.t.	R.C.	–	R.C.	116	–	116	82	–	82	52
29	2093	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	77	77	–	55	55	32
30	2262	Castletowndelvin,	Croninstown, m.	v.t.	R.C.	–	R.C.	79	–	79	54	–	54	28
31	2263	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	59	59	–	51	51	29
32	2405	Multyfarnham,	Multyfarnham, m.	v.t.	–	R.C.	R.C.	69	–	69	51	–	51	24
33	3244	Lackan,	Lackan & Leny, m.		R.C.	–	R.C.	69	–	69	40	–	40	23
34	3245	Mullingar,	Walshestown, .		R.C.	–	R.C.	36	35	71	25	24	49	25
35	3555	Killucan,	Kinnegad, m.		R.C.	–	R.C.	116	–	116	85	–	85	47
36	3785	Kilkenny, West,	Toberclair, f.	v.t.	R.C.	–	R.C.	–	216	216	–	127	127	66
37	3883	Multyfarnham,	Multyfarnham, f.	v.t.	–	R.C.	R.C.	–	77	77	–	50	50	27
38	3901	Mullingar,	Ballinea, .	v.t.	R.C.	–	R.C.	50	68	118	20	39	59	30
39	3936	Mayne,	Coole, m.	v.t.	R.C.	–	R.C.	91	–	91	60	–	60	41
40	3937	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	70	70	–	39	39	26
41	4087	Mullingar,	Mullingar, Parish,		E.C.	–	E.C.	45	42	87	33	33	66	44
42	4088	Do.	Glascarn, .		R.C.	–	R.C.	–	58	58	–	42	42	24
43	4306	Lickbra,	Ballinameigh, .		–	R.C.	R.C.	20	34	54	14	29	43	29
44	4332	Kilmanaghan,	Moate, m.		R.C.	–	R.C.	149	–	149	74	–	74	37
45	4397	Killucan,	Knockaville, .		R.C.	–	R.C.	70	63	133	49	46	95	47
46	5090	Rahugh,	Ardan, .		R.C.	–	R.C.	85	45	130	60	29	89	47
47	5091	Mullingar,	Mullingar, prep. m.	v.t.	R.C.	–	–	–	–	–[b]	–	–	–[b]	–[b]
48	5101	Rathaspick,	Rathowen, .		R.C.	–	R.C.	80	78	158	56	51	107	44
49	5109	Lynn,	Gainestown, .		R.C.	–	R.C.	54	63	117	36	44	80	40
50	5282	Killua,	Cloran, .		R.C.	–	R.C.	28	27	55	21	20	41	22
51	5332	Taghmon,	Carley, m.		R.C.	–	R.C.	155	–	155	122	–	122	47
52	5333	Do.	Do. f.		R.C.	–	R.C.	–	94	94	–	61	61	30
53	5389	Portnashangan,	Ballynafid, m.		R.C.	–	R.C.	103	–	103	72	–	72	34
54	5390	Do.	Do. f.		R.C.	–	R.C.	–	79	79	–	57	57	33
55	5391	Street,	Rath, m.		R.C.	–	R.C.	65	–	65	40	–	40	24
56	5392	Do.	Do. f.		R.C.	–	R.C.	–	62	62	–	41	41	23
57	5415	St. Feighin's,	Carpenterstown, .		R.C.	–	R.C.	42	48	90	38	39	77	42
58	5416	Do.	Fore, m.		R.C.	–	R.C.	59	–	59	52	–	52	24
59	5417	Do.	Do. f.		R.C.	–	R.C.	–	55	55	–	42	42	22
60	5513	Rathgarve,	Castlepollard, m.		R.C.	–	R.C.	154	–	154	105	–	105	61
61	5514	Do.	Do. f.		R.C.	–	R.C.	–	143	143	–	114	114	66
62	5606	Killucan,	Kinnegad, f.		R.C.	–	R.C.	–	117	117	–	88	88	45
63	5607	Portnashangan,	Balrath, .		R.C.	–	R.C.	38	35	73	34	31	65	33
64	5696	Rathconnell,	Loughagar, .		R.C.	–	R.C.	64	72	136	34	40	74	34
65	5751	Foyran,	Tullystown, .		R.C.	–	R.C.	42	42	84	31	25	56	27
66	5916	Newtown,	Tyrrellspass, m.		R.C.	–	R.C.	149	–	149	91	–	91	54
67	5963	Drumaney,	Ardnagragh, m.		R.C.	–	R.C.	100	–	100	73	–	73	33
68	5964	Do.	Do. f.		R.C.	–	R.C.	–	94	94	–	69	69	26
69	5979	Ballyloughloe,	Dunlom, .		R.C.	–	R.C.	60	36	96	39	25	64	31
70	6040	Newtown,	Tyrrellspass, f.		R.C.	–	R.C.	–	127	127	–	87	87	50

[a] Residence free.

1863.—Province of LEINSTER : County of WESTMEATH—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.										Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
18	10	13	13	6	60	9·5	0	10	6	—			—			32	0	0	4	16	6	—			4	16	6
26	13	11	5	2	57	8·9	0	8	0	—			—			17	16	8	1	11	8	—			1	11	8
16	18	12	3	–	49	9·4	0	16	3	—			—			24	0	0	5	11	10	—			5	11	10
29	26	12	7	9	83	9·1	1	19	3	—			2	0	0	46	0	0	6	0	0	—			6	0	0
9	15	13	11	–	48	10·7	0	10	4	—			—			28	0	0	1	13	0	5	0	0	[a]6	13	0
57	39	41	13	16	166	10·5	0	16	9	—			1	0	0	46	0	0	4	15	0	—			4	15	0
31	31	17	12	15	106	10·3	1	4	1	—			4	0	0	40	5	0	9	14	9	—			9	14	9
45	18	15	21	19	118	10·7	2	10	3	—			2	0	0	40	18	4	11	3	7	—			11	3	7
–	–	–	30	23	53	14·6																					
13	18	9	5	2	47	10·5	0	11	5	—			—			18	0	0	0	19	9	—			0	19	9
21	10	8	10	5	54	9·2		—		1	10	0	—			17	0	0	2	0	0	—			2	0	0
47	44	31	20	21	163	8·	0	17	3	—			5	10	0	49	18	4	3	12	0	—			3	12	0
8	15	24	11	3	61	9·	0	17	8	—			5	0	0	33	16	8	5	14	3	—			5	14	3
28	27	30	7	17	109	10·5	1	17	5	—			2	0	0	41	10	0	5	1	8	—			5	1	8
35	30	2	10	–	77	11·6	0	5	9	—			—			18	0	0	1	0	0	1	10	0	[a]2	10	0
33	42	28	14	14	131	10·2	2	3	8	—			1	0	0	74	10	0	4	15	2	—			4	15	2
23	14	10	9	–	56	10·7		—		—			—			19	6	8	1	0	0	—			1	0	0
13	5	9	6	–	33	11·	0	10	0	—			—			20	0	0	1	15	6	5	0	0	6	15	6
36	20	12	8	–	76	12·		—		—			—			20	0	0	5	0	0	—			5	0	0
16	38	18	14	–	86	9·3	1	13	5	1	10	0	—			28	0	0	1	12	6	—			1	12	6
20	23	12	13	–	68	9·7	0	18	2	1	10	0	—			20	0	0	1	15	0	—			1	15	0
32	12	16	4	4	68	9·8	0	10	7	—			—			18	5	0	3	2	0	—			3	2	0
20	15	6	9	5	55	9·	0	10	7	—			—			26	0	0	2	7	2	—			2	7	2
22	12	6	4	3	47	10·	0	10	0	1	10	0	—			15	0	0	0	8	6	—			0	8	6
16	10	14	6	–	46	10·5	1	5	7	—			—			16	15	0	2	10	8	—			2	10	8
23	12	15	5	–	55	8·1	0	13	6	—			—			16	0	0	1	11	10	1	0	0	[a]2	11	10
22	28	25	13	8	96	9·2	1	7	11	—			3	10	0	45	0	0	4	17	5	—			4	17	5
48	46	33	21	13	161	10·2	2	10	5	—			12	0	0	55	13	4	4	5	0	—			4	5	0
33	10	10	7	2	62	7·5	0	10	0	—			—			16	0	0	0	16	6	—			0	16	6
33	36	8	10	–	87	9·5		—		—			—			22	13	4	2	10	2	—			2	10	2
24	22	14	7	9	76	10·3	0	17	4	—			5	0	0	42	1	8	8	0	0	—			8	0	0
10	8	8	9	3	38	8·5		—		—			—			27	5	0	1	10	7	—			1	10	7
25	30	12	4	–	71	10·4	1	11	4	1	10	0	2	10	0	47	10	0	1	18	6	1	0	0	[a]2	18	6
8	10	13	6	4	41	9·5		—		—			—			18	6	8	2	14	9	0	5	0	2	19	9
8	11	16	8	–	43	7·7	0	13	11	—			—			20	3	4	4	13	6	—			[a]4	13	6
30	33	17	12	8	100	10·7		—		—			1	0	0	32	16	8	4	4	5	—			4	4	5
49	25	10	6	5	95	9·4	1	4	5	—			1	0	0	38	0	0	10	8	0	—			10	8	0
24	44	1	16	3	88	10·2		—		—			—			26	0	0	7	10	9	—			7	10	9
–	–	–	–	–	–	–		—		—			—				—			—		—				—	
39	37	18	12	13	119	9·8	0	14	3	—			—			44	0	0	1	10	8	—			[a]1	10	8
36	24	22	13	5	100	9·6	1	2	4	—			1	10	0	38	0	0	2	5	7	—			2	5	7
17	7	12	5	2	43	9·8	0	14	0	—			—			32	0	0	2	12	0	—			2	12	0
23	38	15	33	10	119	10·7	3	4	7	1	10	0	—			28	0	0	4	13	6	—			4	13	6
26	20	15	8	9	78	10·9	0	10	6	1	10	0	2	10	0	16	0	0	2	5	6	—			2	5	6
23	24	12	15	7	81	9·7	1	4	2	1	10	0	—			18	0	0	1	6	6	8	0	0	9	6	6
20	14	14	9	2	59	9·7	0	16	9	1	9	11	2	0	0	14	10	0	1	13	1	7	0	0	[a]8	13	1
18	9	6	4	10	47	10·6	1	9	2	1	10	0	—			18	0	0	1	8	6	—			1	8	6
28	10	5	6	2	51	11·7	0	10	0	1	10	0	—			16	0	0	1	10	0	—			1	10	0
30	37	13	2	3	85	9·2	0	13	1	1	10	0	—			18	13	4	1	6	9	—			1	6	9
17	24	–	7	–	48	10·	0	13	5	1	10	0	—			18	0	0	2	7	4	—			2	7	4
11	8	6	11	–	36	9·	0	10	8	1	10	0	—			20	0	0	2	14	7	—			2	14	7
27	36	34	13	10	120	8·4	2	2	3	1	17	6	11	10	0	60	12	6	9	2	2	—			9	2	2
38	40	25	20	10	133	9·	1	7	9	1	17	6	4	0	0	47	6	8	9	1	4	—			9	1	4
23	32	15	13	6	89	8·7	1	3	4	1	10	0	1	10	0	35	10	0	2	13	8	—			2	13	8
31	17	10	14	–	72	9·5		—		—			—			18	0	0	2	13	0	—			2	13	0
16	39	13	10	–	78	8·5	1	4	0	—			—			20	0	0	3	15	8	—			3	15	8
27	12	8	4	6	57	8·6	0	11	4	—			—			20	0	0	4	0	0	—			[a]4	0	0
23	35	13	7	9	87	10·2	1	17	8	1	10	0	2	0	0	25	0	0	3	10	4	—			3	10	4
30	20	14	6	6	76	10·3	0	10	6	1	10	0	—			18	0	0	1	18	9	5	0	0	6	18	9
32	28	4	7	4	75	10·4	0	10	3	1	10	0	—			16	0	0	0	10	4	5	0	0	5	10	4
29	18	15	14	–	76	8·6	0	6	0	—			—			28	0	0	3	9	7	—			3	9	7
41	24	11	10	3	89	10·		—		1	10	0	2	0	0	23	13	4	3	0	3	—			3	0	3

[b] School closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females.	Total.	Average number of Pupils on Rolls. Males.	Females.	Total.	Average Daily Attendance.
71	6075	Pass of Kilbride,	Milltown, temp. m.		R.C.	–	R.C.	88	–	88	59	–	59	35
72	6076	Do. . .	Do. do. f.		R.C.	–	R.C.	–	73	73	–	50	50	30
73	6191	St. Feighin's, .	Do. No. 3, temp.		R.C.	–	R.C.	65	45	110	45	32	77	37
74	6277	Castletowndelvin,	Mulroo, . .		R.C.	–	R.C.	35	48	83	23	31	54	27
75	6283	Castletown Kindalen,	Ballynagore, m.		R.C.	–	R.C.	100	–	100	75	–	75	41
76	6428	Kilbride, . .	Kilbride, . m.		R.C.	–	R.C.	79	42	121	56	17	73	35
77	6430	St. Mary's, .	Cummerstown, .		R.C.	–	R.C.	34	34	68	26	19	45	25
78	6556	Lackan, . .	Lackan and Leny, f.		R.C.	–	R.C.	–	73	73	–	49	49	25
79	6631	Foyran, . .	Finea, . .		R.C.	–	R.C.	–	73	73	–	53	53	26
80	6675	Castletown Kindalen,	Ballynagore, f.		R.C.	–	R.C.	–	103	103	–	72	72	31
81	6791	Rathgarve, .	Millcastle, . .		R.C.	–	R.C.	16	23	39	12	18	30	23
82	7011	Rathaspick, .	Corry, . .		R.C.	–	R.C.	41	48	89	29	31	60	26
83	7129	St. Feighin's, .	Collinstown, m.		R.C.	–	R.C.	56	–	56	42	–	42	24
84	7130	Do. . .	Do. . . f.		R.C.	–	R.C.	–	103	103	–	71	71	34
85	7171	Drumraney, .	Drumraney, .		R.C.	–	R.C.	54	62	116	36	37	73	31
86	7212	Castletowndelvin,	Rosmead, . .		–	R.C.	R.C.	25	35	60	21	27	48	29
87	7249	Ballymore, .	Movoughley, .		R.C.	–	R.C.	32	44	76	22	30	52	26
88	7443	Do. . .	Ballymore, . m.		R.C.	–	R.C.	172	–	172	116	–	116	55
89	7444	Do. . .	Do. . . f.		R.C.	–	R.C.	–	212	212	–	124	124	52
90	7689	Do. . .	Street, Institute, evg.		–	E.C.	R.C.	74	–	74	38	–	38	24
91	7793	Ballyloughloe, .	Lower Warren, day m.		R.C.	–	R.C.	81	–	81	55	–	55	30
			Do. . . evg.		–	–	R.C.	66	–	66	42	–	42	25
92	7794	Do. . .	Do. . . f.		R.C.	–	R.C.	–	106	106	–	69	69	32
93	7826	Rathconnell, .	Turin, . m.		R.C.	–	R.C.	92	–	92	71	–	71	28
94	7827	Do. . .	Do. . . f.		R.C.	–	R.C.	–	77	77	–	58	58	27
95	7893	Killbixey, .	Ballinacarrigy, f.		R.C.	–	R.C.	–	126	126	–	96	96	47
96	7943	Rathgarve, .	Ballycomoyle, .		R.C.	–	R.C.	30	35	65	22	25	47	27
97	7996	St. Mary's, .	Coosan, . .		R.C.	–	R.C.	77	33	110	49	19	68	31
98	8037	Nohavel, . .	Tang, . m.		R.C.	–	R.C.	122	–	122	82	–	82	42
99	8038	Do. . .	Do. . . f.		R.C.	–	R.C.	–	111	111	–	79	79	39
100	8100	Killucan, . .	Edmonton, m.		R.C.	–	R.C.	73	–	73	49	–	49	28
101	8101	Do. . .	Do. . . f.		R.C.	–	R.C.	–	57	57	–	40	40	24
102	8363	Churchtown, .	Loughanavally, .		R.C.	–	R.C.	61	50	111	46	36	82	46
103	8415	Killucan, . .	Rathwyre, . m.		R.C.	–	R.C.	104	–	104	74	–	74	41
104	8416	Do. . .	Do. . . f.		R.C.	–	R.C.	–	117	117	–	85	85	38
105	8640	Dysart, . .	Dysart, . .		R.C.	–	R.C.	45	44	89	29	29	58	33
106	8646	Ballinahowen, .	Ballinahowen, m.		R.C.	–	R.C.	151	–	151	91	–	91	50
107	8647	Do. . .	Do. . . f.		R.C.	–	R.C.	–	130	130	–	89	89	48
108	8708	Ardnurcher, .	Streamstown, m.		R.C.	–	R.C.	95	–	95	49	–	49	26
109	8709	Do. . .	Do. . . f.		R.C.	–	R.C.	–	69	69	–	52	52	33
110	8875	Killucan, . .	Downs, . .		–	E.C.	R.C.	76	49	125	49	29	78	39
111	8940	Foyran, . .	Finnea, . .		R.C.	–	R.C.	87	–	87	57	–	57	32
112	8959	Glascarn, . .	Glascarn, . .		R.C.	–	R.C.	50	–	50	39	–	39	19
113	9183	St. Mary's, .	Blackberry Lane,		R.C.	–	R.C.	22	33	55	19	32	51	44
114	9196	Rathconrath, .	Milltown, . f.		R.C.	–	R.C.	–	58	58	–	50	50	31
		Total of Ordinary Schools, 114, .						5,925	5,372	11,297	4,015	3,737	7,752	4,070
AGRICULTURAL, CONVENT, POOR LAW UNION, AND PRISON SCHOOLS.														
1	931	Castletowndelvin,	Ballinavally Ord. Ag.	V.T.	–	E.C.	R.C.	135	–	135	102	–	102	55
2	938	Killua, . .	Clonmellon, do.		R.C.	–	R.C.	117	–	117	87	–	87	61
3	934	Mullingar, .	Mullingar Convent, f.		R.C.	–	R.C.	–	693	693	–	443	443	224
4	8682	Moate, . .	Moate . f.		R.C.	–	R.C.	–	563	563	–	351	351	180
5	6674	Castlelost, .	Rochford Bridge, f.		R.C.	–	R.C.	–	191	191	–	128	128	80
6	3274	St. Mary's, .	Athlone Workhouse,		–	Gov. Poor Law Guards.	R.C.	50	169	219	32	83	115	87
7	3650	Mullingar, .	Mullingar do. .		–		R.C.	77	89	166	47	69	116	92
8	6866	Castletowndelvin,	Delvin do. .		–		R.C.	28	30	58	23	23	46	34
9	5475	Mullingar, .	Mullingar Gaol, m.		–		E.C.	90	–	90	18	–	18	17
10	5613	Do. . .	Do. . . f.		–		E.C.	–	15	15	–	3	3	3
		Total of Special Schools, 10, .						497	1750	2,247	309	1100	1,409	833
		Grand Total for Co. Westmeath, 124,						6,422	7,122	13,544	4,324	4,837	9,161	4,903

Residence free.

1863.—Province of Leinster: County of Westmeath—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.										Amount of Local Emoluments received in Aid of Salary.									
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
22	10	12	12	7	63	9·5	1	2	3	—			4	0	0	41	8	4	5	0	0	—			5	0	0
17	25	7	7	2	58	9·4	0	16	3	—			—			26	0	0	3	8	7	—			3	8	7
26	32	9	17	5	89	9·2	1	0	0	—			—			27	3	4	4	10	6	—			4	10	6
22	24	8	5	3	62	8·5	1	1	4	1	10	0	—			18	0	0	3	17	2	—			3	17	2
16	42	14	6	3	81	10·	0	7	6	1	10	0	1	0	0	28	0	0	3	9	6	—			3	9	6
22	23	14	10	–	69	9·6	0	17	3	—			—			24	0	0	4	11	1	—			4	11	1
16	17	10	5	4	52	10·4		—		—			—			18	0	0	0	13	0	0	10	0	[a]1	3	0
31	14	10	4	–	59	10·2		—		—			—			16	0	0	1	3	7	—			1	3	7
28	16	6	2	3	55	9·	1	0	0	—			—			20	0	0	0	17	1	—			0	17	1
22	26	17	9	3	77	9·7		—		—			—			20	0	0	2	13	6	—			2	13	6
15	9	3	2	2	31	10·	0	10	3	—			—			20	0	0	1	9	0	2	10	0	[a]3	19	0
30	19	10	11	5	75	9·2	0	10	3	1	10	0	—			24	0	0	1	16	6	—			1	16	6
8	12	14	10	2	46	10·7	0	16	8	1	10	0	—			18	0	0	1	15	0	—			1	15	0
21	31	9	6	4	71	10·	0	15	3	1	10	0	3	0	0	28	1	8	4	10	6	—			4	10	6
42	26	8	9	7	92	10·	1	12	9	1	10	0	1	10	0	24	0	0	2	13	10	—			[a]2	13	10
16	10	10	8	3	47	8·6		—		—			—			16	0	0	1	19	0	0	10	0	[a]2	9	0
9	15	9	17	1	51	9·9	0	8	9	—			—			20	0	0	0	10	5	—			[a]0	10	5
32	37	29	26	8	132	10·	1	15	0	—			—			33	15	0	2	15	8	5	0	0	[a]7	15	8
46	37	24	22	16	145	10·4	1	13	9	—			1	10	0	43	6	8	2	1	0	5	0	0	[a]7	1	0
–	5	11	16	5	37	16·4		—		1	10	0	—			3	6	8	4	0	0	2	0	0	6	0	0
21	14	10	10	10	65	10·4		—		1	10	0	—			20	8	4	5	0	9	—			5	0	9
10	20	5	25	–	60	18·3		—		—			—			—			1	8	9	—			1	8	9
33	10	13	6	9	71	9·3	0	10	3	1	10	0	—			14	0	0	5	2	0	—			5	2	0
21	31	14	9	2	77	10·9	0	12	4	1	10	0	—			24	0	0	3	2	5	—			3	2	5
16	13	18	4	6	57	11·4	1	0	5	1	10	0	—			20	0	0	2	17	6	—			2	17	6
41	25	19	25	6	116	7·6	0	10	3	—			4	0	0	49	8	4	0	13	0	—			[a]0	13	0
29	15	5	3	3	55	9·5	0	10	3	—			2	0	0	24	0	0	3	10	6	—			3	10	6
46	8	14	4	4	76	9·9		—		1	10	0	—			16	15	0	1	17	0	—			1	17	0
24	30	19	17	13	103	10·2	1	11	10	—			8	10	0	37	15	0	5	11	10	—			5	11	10
31	13	27	8	5	84	9·9	0	17	2	—			3	0	0	29	15	0	3	3	8	—			3	3	8
18	13	10	7	4	52	8·2	0	11	2	—			—			32	0	0	3	10	0	—			3	10	0
13	18	–	3	4	38	9·4	0	10	2	—			—			20	0	0	2	3	0	—			2	3	0
28	34	16	15	4	97	9·	0	12	0	1	10	0	—			38	0	0	4	12	6	—			4	12	6
22	29	12	15	5	83	10·2	2	10	9	1	10	0	—			33	10	0	4	10	5	—			4	10	5
25	24	26	8	2	85	11·3		—		1	10	0	—			38	0	0	2	16	7	—			2	16	7
15	23	10	15	–	63	8·4	1	4	0	—			—			15	0	0	5	8	11	1	0	0	6	8	11
28	34	23	15	9	109	12·	3	11	3	—			—			24	0	0	9	5	0	—			9	5	0
30	44	17	7	5	103	12·		—		—			3	0	0	41	3	4	5	19	7	—			5	19	7
25	28	9	7	–	69	10·1		—		—			—			34	10	0	3	16	3	—			3	16	3
17	11	14	6	6	54	10·7	1	6	3	—			—			20	0	0	4	2	1	—			4	2	1
27	24	17	16	7	91	10·1	1	13	0	—			—			18	0	0	10	4	2	30	10	0	[a]40	14	2
12	15	20	5	–	52	9·3	0	13	9	—			—			26	5	0	2	8	4	—			2	8	4
15	4	15	6	–	40	9·8	1	3	6	—			—			15	0	0	4	11	6	—			4	11	6
34	10	1	10	–	55	8·	0	10	3	5	0	0	—			5	16	8	1	12	0	—			1	12	0
17	17	13	9	2	58	9·2		—		4	0	0	—			4	0	0	0	17	0	—			[a]0	17	0
2,782	2,464	1,622	1,199	561	8,628		95	4	1	65	4	11	114	0	0	3,025	5	3	395	19	1	103	15	0	499	14	1
27	26	31	12	20	116	10·7	3	10	9	—			—			66	13	4	10	2	6	14	10	0	[a]24	12	6
28	29	16	12	12	97	8·7	4	10	0	—			5	10	0	47	8	4	5	0	0	—			5	0	0
173	143	98	19	40	473	9·	7	1	5	—			9	10	0	66	3	4	17	0	11	—			17	0	11
151	89	42	24	23	329	11·	9	2	3	7	11	5	5	0	0	65	1	8	15	8	3	—			15	8	3
49	29	25	20	14	137	10·	4	5	3	—			2	0	0	23	11	8	3	11	10	—			3	11	10
54	19	10	8	–	91	7·5	5	16	6	—			2	10	0	—			—			—			—		
59	33	22	10	5	129	9·2	3	2	6	—			3	0	0	—			—			—			—		
26	7	11	3	–	47	8·4		—		1	10	0	1	10	0	—			—			—			—		
14	14	4	–	–	32	23·3		—		—			—			—			—			—			—		
4	–	–	–	–	4	20·		—		—			—			—			—			—			—		
585	389	259	108	114	1,455		37	8	8	9	1	5	29	0	0	268	18	4	51	3	6	14	10	0	65	13	6
3,367	2,853	1,881	1,307	675	10,083		132	12	9	74	6	4	143	0	0	3,294	3	7	447	2	7	118	5	0	565	7	7

I.—List of Schools in operation on the

COUNTY OF

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
		ORDINARY TOWN AND RURAL SCHOOLS.												
1	945	Ballyanne, .	Rathgarogue, m.	V.T.	R.C.	–	R.C.	84	–	84	71	–	71	34
2	947	Carrick, . .	Barntown, . .		R.C.	–	R.C.	62	38	100	36	22	58	30
3	948	Duncormick, .	Rathangan, . .		R.C.	–	R.C.	25	47	72	20	38	58	29
4	949	Kilcavan, . .	Killanerin, . m.		R.C.	–	R.C.	85	–	85	60	–	60	22
5	950	Do. . .	Do. . . f.		R.C.	–	R.C.	–	85	85	–	58	58	28
6	955	Kilmannan, .	Forth, . .		R.C.	–	R.C.	60	48	108	47	33	80	43
7	956	Do. . .	Clearistown, .		R.C.	–	R.C.	66	30	96	47	21	68	38
8	957	Kilmokea, .	Horeswood, m.		R.C.	–	R.C.	128	–	128	93	–	93	47
9	958	Do. . .	Do. . . f.		R.C.	–	R.C.	–	119	119	–	107	107	50
10	959	Killinick, .	Mountfield, . .		R.C.	–	R.C.	56	44	100	40	30	70	34
11	960	Kilmore, . .	Kilmore, No. 1, m.		R.C.	–	R.C.	68	–	68	42	–	42	29
12	961	Do. . .	Do. No. 2, m.		R.C.	–	R.C.	99	–	99	57	–	57	34
13	963	Killurin, . .	Glynn, . m.		R.C.	–	R.C.	74	–	74	57	–	57	31
14	964	Lady's Island, .	Lady's Island, m.		R.C.	–	R.C.	65	–	65	46	–	46	26
15	965	Mulrankin, .	Mulrankin, . .		R.C.	–	R.C.	58	38	96	43	29	72	42
16	968	St. Peter's, .	Wexford, No. 1, m.		R.C.	–	R.C.	175	–	175	96	–	96	46
17	970	Whitechurch, .	Ballykelly, . .		R.C.	–	R.C.	83	53	136	56	34	90	39
18	1123	Mayglass, .	Mayglass, . .		R.C.	–	R.C.	63	36	99	46	24	70	38
19	1316	Ballyhoge, .	Galbally, . .	V.T.	R.C.	–	R.C.	54	41	95	37	28	65	29
20	1427	Ardcolm, . .	Castlebridge, m.	V.T.	R.C.	–	R.C.	108	–	108	81	–	81	45
21	1761	Ferns, . .	Ferns, . f.		R.C.	–	R.C.	–	103	103	–	77	77	34
22	1762	Taghmon, .	Taghmon, . m.		R.C.	–	R.C.	84	–	84	60	–	60	35
23	1766	Carnew, . .	Ballyellis, . .		R.C.	–	R.C.	46	50	96	33	36	69	28
24	1908	Tacumshin, .	Tacumshin, .		R.C.	–	R.C.	34	32	66	32	31	63	29
25	1910	Tomhaggard, .	Tomhaggard, .		R.C.	–	R.C.	52	38	90	36	32	68	43
26	1920	Tintern, . .	Ballycullane, m.		R.C.	–	R.C.	81	–	81	69	–	69	29
27	2096	Templetown, .	Templetown, m.	V.T.B.	R.C.	–	R.C.	97	–	97	71	–	71	38
28	2097	Do. . .	Do. . . f.	V.T.B.	R.C.	–	R.C.	–	97	97	–	70	70	29
29	2098	Fethard, . .	Poulfur, . m.	V.T.B.	R.C.	–	R.C.	73	–	73	66	–	66	35
30	2099	Do. . .	Do. . . f.	V.T.B.	R.C.	–	R.C.	–	124	124	–	91	91	39
31	2100	Clonleigh, .	Donard, . m.	V.T.	R.C.	–	R.C.	87	–	87	56	–	56	24
32	2101	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	61	61	–	51	51	18
33	2142	Templeshanbo,	Kiltealy, . .	V.T.	R.C.	–	R.C.	112	74	186	75	51	126	58
34	2257	Newbawn, .	Raheen, . .		R.C.	–	R.C.	75	45	120	56	36	92	35
35	2311	Taghmon, .	Trinity, . .		R.C.	–	R.C.	36	26	62	27	20	47	29
36	2451	St. Mary's, .	New Ross, . m.		R.C.	–	R.C.	336	–	336	212	–	212	120
37	2698	Carnew, . .	Askamore, . .		R.C.	–	R.C.	52	39	91	36	27	63	21
38	2885	Kilrush, . .	Kingsland, . .		R.C.	–	R.C.	38	41	79	30	28	58	26
39	3178	Kilbride, . .	Clologue, . m.		R.C.	–	R.C.	59	–	59	52	–	52	35
40	3179	Ferns, . .	Ferns, . m.		R.C.	–	R.C.	120	–	120	73	–	73	32
41	3258	Tintern, . .	Ballycullane, f.		R.C.	–	R.C.	–	73	73	–	35	35	21
42	3480	St. James and Dunbrody, .	Ramsgrange, m.		R.C.	–	R.C.	129	–	129	87	–	87	47
43	3481	Do. . .	Do. . . f.		R.C.	–	R.C.	–	179	179	–	99	99	51
44	3601	Donaghmore, .	Ballygarrett, m.		R.C.	–	R.C.	170	–	170	126	–	126	81
45	3602	Do. . .	Do. . . f.		R.C.	–	R.C.	–	151	151	–	103	103	54
46	3633	St. Mary's, Newtownbarry, .	Newtownbarry, m.		R.C.	–	R.C.	183	–	183	112	–	112	62
47	3754	Horetown, .	Cullenstown, .		R.C.	–	R.C.	51	41	92	30	27	57	28
48	3755	Adamstown, .	Adamstown, m.		R.C.	–	R.C.	82	–	82	51	–	51	24
49	3756	Do. . .	Do. . . f.		R.C.	–	R.C.	–	110	110	–	74	74	34
50	3902	Templeshanbo,	Ballindaggan, .	V.T.	R.C.	–	R.C.	100	63	163	74	49	123	60
51	4090	Ardamine, .	River Chapel, m.		R.C.	–	R.C.	88	–	88	71	–	71	55
52	4091	Do. . .	Do. . . f.		R.C.	–	R.C.	–	94	94	–	68	68	35
53	4092	Ballyhuskard, .	Ballaghkeen, .		R.C.	–	R.C.	74	45	119	60	37	97	56
54	4156	Meelnagh, .	Oulart, . f.		R.C.	–	R.C.	–	73	73	–	50	50	24
55	4183	Clonmore, .	Bree, . . m.		R.C.	–	R.C.	76	–	76	48	–	48	25
56	4264	Kilcomb, . .	Ballyduff, . .		R.C.	–	R.C.	32	18	50	27	16	43	25
57	4479	Newbawn, .	Carrickbyrne,[b] .	V.C.	–	E.C.	–	–	–	–	–	–	–	–
58	4555	Kilpatrick, .	Sion, . . .		R.C.	–	R.C.	60	58	118	51	45	96	49
59	4602	Killurin, . .	Glynn, . f.		R.C.	–	R.C.	–	100	100	–	74	74	31
60	4652	Clongeen, .	Clongeen, . m.		R.C.	–	R.C.	96	–	96	48	–	48	22

[a] Residence free.

31st December, 1863.—Province of Munster.

WEXFORD—145 Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
23	29	8	11	5	76	10·1	0 11 0	—	—	20 15 0	0 6 6	9 4 1	9 10 7
22	17	15	10	6	70	12·2	0 10 3	—	—	34 13 4	7 17 5	—	7 17 5
18	10	17	9	8	62	10·7	0 8 6	—	—	16 0 0	10 0 10	0 10 0	10 10 10
23	15	9	9	1	57	9·2	0 8 0	—	—	15 0 0	5 0 0	—	5 0 0
11	21	13	9	4	58	10·8	1 0 6	—	—	16 0 0	4 4 4	—	[a]4 4 4
35	36	13	8	5	97	9·3	0 17 3	—	—	24 0 0	2 18 4	0 10 0	[a]3 8 4
18	21	19	9	15	82	10·	1 13 10	—	—	24 0 0	5 0 0	—	5 0 0
33	28	22	12	9	104	10·9	1 13 6	—	1 0 0	37 10 0	4 0 4	0 2 6	[a]4 2 10
42	19	27	15	8	111	9·	1 2 9	—	—	30 0 0	1 6 6	—	1 6 6
31	21	11	11	5	79	9·9	0 10 1	—	—	24 13 4	7 6 0	—	7 6 0
22	15	10	5	2	54	9·7	1 5 3	—	—	13 6 8	7 13 3	—	7 13 3
21	18	17	5	–	61	9·5	1 1 10	—	—	29 5 0	2 12 4	—	2 12 4
17	16	10	8	7	58	10·7	—	—	—	17 13 4	7 0 4	—	7 0 4
21	15	9	6	1	52	9·	—	1 10 0	—	18 0 0	6 7 10	—	6 7 10
22	22	15	11	4	74	9·2	—	—	—	41 16 8	6 0 0	1 0 0	7 0 0
9	51	17	32	15	124	10·8	1 9 0	1 10 0	16 6 8	44 0 0	—	15 0 0	[a]15 0 0
48	28	22	22	–	120	9·9	1 7 1	—	—	18 0 0	4 10 0	—	4 10 0
16	21	15	15	11	78	10·6	0 17 9	—	—	42 0 0	4 14 11	—	4 14 11
29	16	17	8	3	73	10·	1 7 6	—	—	26 0 0	3 1 0	—	3 1 0
32	35	5	7	9	88	9·	0 12 6	—	—	38 0 0	7 0 0	—	7 0 0
30	19	19	9	3	80	9·8	0 18 3	—	1 10 0	20 0 0	9 2 4	2 5 0	11 7 4
16	11	13	14	4	58	10·8	1 8 7	—	2 10 0	33 13 4	5 17 0	—	5 17 0
30	16	12	6	3	67	11·1	0 16 5	—	—	18 0 0	2 10 5	—	2 10 5
35	12	8	7	4	66	9·7	—	—	—	16 0 0	3 16 8	—	3 16 8
16	22	7	16	3	64	10·	0 17 0	1 10 0	1 10 0	31 16 8	6 0 0	—	6 0 0
22	22	16	10	4	74	10·3	1 17 1	—	—	31 0 0	5 4 2	—	5 4 2
21	20	19	7	10	77	10·	2 0 10	—	—	31 6 8	2 6 3	—	2 6 3
29	20	19	11	–	79	9·9	0 10 3	—	—	13 7 2	1 13 10	—	1 13 10
24	12	12	13	5	66	9·5	0 12 4	—	—	24 0 0	7 2 6	—	7 2 6
42	27	10	13	–	92	11·	1 5 10	—	—	14 0 0	4 17 0	—	4 17 0
20	13	18	11	6	68	11·7	1 0 0	—	—	28 0 0	5 14 0	5 0 0	10 14 0
16	10	17	6	4	53	10.7	0 14 3	1 10 0	—	14 13 4	3 5 6	—	3 5 6
58	51	20	28	7	164	10·	1 0 0	—	—	29 0 0	9 2 3	—	9 2 3
35	55	7	13	8	118	11·5	0 12 9	—	—	35 0 0	4 12 0	—	4 12 0
26	9	4	10	–	49	10·	0 10 7	—	—	18 15 0	5 0 0	—	5 0 0
58	82	27	34	21	222	10·	2 17 0	—	2 0 0	49 10 0	—	10 0 0	10 0 0
46	15	16	7	–	84	9·3	0 5 6	1 10 0	—	16 0 0	2 0 4	—	2 0 4
20	16	18	7	5	66	10·1	0 16 5	—	—	14 7 6	4 8 9	—	4 8 9
6	18	14	17	4	59	10·	0 10 6	—	—	22 0 0	4 10 0	—	4 10 0
28	25	13	8	9	83	9·3	0 11 8	—	—	18 0 0	6 3 4	—	6 3 4
21	8	13	6	5	53	10·2	0 15 6	—	—	29 3 4	3 2 3	—	3 2 3
35	33	22	16	–	106	11·9	1 5 7	—	—	20 18 4	5 11 0	—	5 11 0
36	19	15	18	15	103	10·7	1 16 6	—	—	30 8 10	6 9 7	—	6 9 7
39	41	27	16	17	140	10·1	2 16 5	—	4 0 0	60 10 0	14 12 11	—	14 12 11
38	40	9	16	14	117	12·1	1 7 7	—	3 0 0	42 0 0	3 14 1	—	3 14 1
51	45	20	18	7	141	9·5	1 6 1	—	1 10 0	33 3 4	6 10 1	—	6 10 1
24	29	8	11	3	75	11·5	—	1 10 0	—	17 10 0	3 10 3	—	3 10 3
20	21	16	15	–	72	10·9	0 10 0	—	—	18 0 0	2 14 6	—	2 14 6
21	39	26	12	–	98	11·5	2 8 3	—	—	22 6 8	2 3 6	—	2 3 6
24	42	26	23	27	142	11·1	1 9 10	—	3 10 0	54 10 0	9 5 11	2 0 0	11 5 11
25	22	10	9	4	70	11·8	0 11 9	1 10 0	—	18 0 0	2 17 4	—	2 17 4
36	26	17	5	4	88	10·8	0 16 0	1 10 0	—	28 18 4	2 15 11	—	2 15 11
37	24	22	26	6	115	10·	1 13 4	1 17 6	—	38 13 4	15 3 11	—	15 3 11
14	16	20	8	–	58	10·8	1 6 0	1 10 0	—	12 0 0	1 9 6	—	1 9 6
25	10	16	7	8	66	10·9	1 16 1	1 10 0	—	24 0 0	2 5 3	—	2 5 3
19	11	9	6	1	46	11·4	0 11 0	—	—	24 0 0	4 6 9	—	4 6 9
–	–	–	–	–	–	–	—	—	—	—	—	—	—
35	47	25	8	3	118	11·3	2 3 5	—	—	23 0 0	7 6 9	—	7 6 9
21	26	16	9	6	78	9·8	1 13 9	—	—	31 0 0	2 17 3	—	2 17 3
16	17	4	21	–	58	11·3	1 17 6	—	—	28 0 0	2 7 4	—	2 7 4

[a] School temporarily closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
61	4878	Clonmore,	Bree, f.		R.C.	–	R.C.	–	73	73	–	44	44	22
62	4887	Kildavin,	Murrintown,		R.C.	–	R.C.	32	27	59	24	23	47	26
63	4990	Rathmacknee,	Piercestown, m.		R.C.	–	R.C.	61	–	61	53	–	53	30
64	5015	Clongeen,	Clongeen, f.		R.C.	–	R.C.	–	110	110	–	62	62	23
65	5034	Ballymitty,	Hilltown,		R.C.	–	R.C.	33	45	78	32	13	45	31
66	5037	Rossdroit,	Courtnacuddy, m.	v.c.	R.C.	–	R.C.	70	–	70	44	–	44	20
67	5038	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	81	81	–	51	51	22
68	5069	Kilmallock,	Ballymurn, m.		R.C.	–	R.C.	68	–	68	52	–	52	30
69	5070	Do.	Do. f.		R.C.	–	R.C.	–	68	68	–	48	48	32
70	5145	Taghmon,	Coolaw, f.		R.C.	–	R.C.	–	87	87	–	55	55	34
71	5211	Ballyhuskard,	Glenbrien,		R.C.	–	R.C.	49	42	91	41	33	74	40
72	5225	Owenduff,	Dunmain, f.		R.C.	–	R.C.	–	110	110	–	64	64	26
73	5395	Kilmuckridge,	Kilmuckridge, m.		R.C.	–	R.C.	120	–	120	65	–	65	40
74	5396	Do.	Do. f.		R.C.	–	R.C.	–	124	124	–	87	87	45
75	5687	Ballyane,	Rathgarogue, f.	v.t.	R.C.	–	R.C.	–	84	84	–	63	63	19
76	5753	Kilcowan,	Baldwinstown,	v.c.	R.C.	–	R.C.	53	38	91	28	28	66	40
77	5917	Monomolin,	Ballinvally,		R.C.	–	R.C.	43	32	75	40	33	73	33
78	5918	Edermine,	Oilgate,		R.C.	–	R.C.	83	44	127	62	33	95	48
79	5919	Bannow,	Bannow,		R.C.	–	R.C.	53	55	108	37	44	81	40
80	5926	Ardcolm,	Castlebridge, f.	v.t.	R.C.	–	R.C.	–	108	108	–	77	77	34
81	5990	Rosslane,	Tagoat,		R.C.	–	R.C.	44	51	95	34	39	73	43
82	6077	Ballyhuskard,	Coolgarrow,		R.C.	–	R.C.	54	30	84	40	22	62	24
83	6078	Kilcormick,	Boleyvoge,		R.C.	–	R.C.	61	55	116	35	27	62	27
84	6087	Carnagh,	Cushinstown, m.		R.C.	–	R.C.	100	–	100	65	–	65	33
85	6353	Toome,	Camolin, m.		R.C.	–	R.C.	93	–	93	67	–	67	43
86	6354	Do.	Do. f.		R.C.	–	R.C.	–	81	81	–	63	63	35
87	6411	Skreen,	Skreen,		R.C.	–	R.C.	76	59	135	50	42	92	41
88	6557	St. Peter's,	Wexford, No. 2, m.		R.C.	–	R.C.	294	–	294	152	–	152	72
89	6559	Kilrane,	Kilrane,		R.C.	–	R.C.	45	30	75	30	24	54	35
90	6586	Ballycanew,	Ballycanew, m.		R.C.	–	R.C.	86	–	86	62	–	62	39
91	6587	Do.	Do. f.		R.C.	–	R.C.	–	100	100	–	77	77	30
92	6588	St. Margaret's,	Curracloe,		R.C.	–	R.C.	59	49	108	46	35	81	42
93	6598	Ballycarney,	Castledockrell,		R.C.	–	R.C.	50	30	80	34	23	57	25
94	6624	Kilturk,	Kilturk,		R.C.	–	R.C.	17	133	150	12	85	97	58
95	6700	Kilgarvan,	Caroreigh,		R.C.	–	R.C.	58	–	58	38	–	38	18
96	6792	Taghmon,	Traceystown,		R.C.	–	R.C.	32	27	59	23	22	45	21
97	6841	St. Mary's,	Kilmyshall,		R.C.	–	R.C.	70	69	139	55	56	111	32
98	6842	Carnagh,	Cushinstown, f.		R.C.	–	R.C.	–	74	74	–	55	55	24
99	6871	Tintern,	Dunmain, m.		R.C.	–	R.C.	131	–	131	70	–	70	30
100	6959	Chapple,	Clonroche, m.	v.c.	R.C.	–	R.C.	86	–	86	53	–	53	29
101	6960	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	99	99	–	79	79	32
102	7034	Kilnenor,	Ballyfadd,		R.C.	–	R.C.	64	48	112	43	27	70	32
103	7035	Clone,	Tinnacross,		R.C.	–	R.C.	59	32	91	40	22	62	26
104	7036	Killila,	Blackwater, m.		R.C.	–	R.C.	147	–	147	106	–	106	63
105	7037	Do.	Do. f.		R.C.	–	R.C.	–	120	120	–	97	97	65
106	7052	Lady's Island,	Lady's Island, f.		R.C.	–	R.C.	–	63	63	–	55	55	32
107	7073	Templeludigan,	Ballybawn,		R.C.	–	R.C.	86	53	139	41	32	73	31
108	7304	Do.	Templeludigan,		R.C.	–	R.C.	83	77	160	59	53	112	57
109	7370	Bannow,	Danescastle,		R.C.	–	R.C.	79	62	141	57	46	103	63
110	7473	Horetown,	Tottenhamgreen, f.		R.C.	–	R.C.	–	69	69	–	43	43	23
111	7828	Rossclare,	Rossclare Fort,		–	R.C.	R.C.	26	14	40	18	11	29	18
112	7964	Suttens,	Killesk,		R.C.	–	R.C.	41	63	104	27	37	64	36
113	8059	Rossmanogue,	Craanford, m.		R.C.	–	R.C.	83	–	83	60	–	60	28
114	8060	Do.	Do. f.		R.C.	–	R.C.	–	91	91	–	64	64	31
115	8073	Duncormick,	Duncormick,		R.C.	–	R.C.	61	56	117	47	39	86	46
116	8085	Ballynaslaney,	Redgate, f.		R.C.	–	R.C.	19	56	75	14	40	54	28
117	8336	Ambrosetown,	Tullycanna,		R.C.	–	R.C.	53	60	113	41	26	67	31
118	8458	Ballybrazil,	Aughclare,		R.C.	–	R.C.	27	49	76	26	34	60	33
119	8535	Kilgorman,	Castletown,		R.C.	–	R.C.	81	56	137	54	34	88	50
120	8553	Rossdroit,	Davidstown,		R.C.	–	R.C.	53	47	100	38	35	73	35
121	8593	Meelnagh,	Oulart, m.		R.C.	–	R.C.	75	–	75	55	–	55	28
122	8669	St. James and Dunbrody,	Duncannon, m.		R.C.	–	R.C.	101	–	101	62	–	62	34

[a] Residence free.

1863.—Province of LEINSTER: County of WEXFORD—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
23	11	9	7	3	53	11·6	—	—	—	16 0 0	2 12 10	—	2 12 10	
19	15	5	11	2	52	10·	—	—	—	18 0 0	4 10 4	—	4 10 4	
22	6	8	13	9	58	11·	1 10 2	—	—	32 0 0	4 12 1	3 0 0	[a]7 12 1	
18	26	21	12	–	77	10·9	3 18 6	1 10 0	1 10 0	24 0 0	3 10 1	—	[a]3 10 1	
27	21	9	3	2	62	10·5	—	1 10 0	—	20 0 0	3 7 6	—	3 7 6	
28	11	11	9	2	61	9·9	0 10 1	1 10 0	—	18 0 0	1 8 6	0 10 0	1 18 6	
19	21	15	6	5	66	10·7	—	1 10 0	—	14 13 4	1 2 6	0 10 0	1 12 6	
18	9	14	12	8	61	12·	0 12 3	—	—	32 0 0	3 17 6	—	[a]3 17 6	
10	12	18	7	5	52	11·6	0 19 1	1 10 0	—	30 10 0	3 14 10	—	3 14 10	
21	14	13	6	11	65	10·2	—	—	—	32 6 8	6 5 8	—	6 5 8	
26	23	14	12	2	77	10·2	2 0 0	—	—	32 3 4	4 0 0	—	4 0 0	
17	23	16	13	6	75	10·7	1 0 6	1 10 0	—	24 0 0	2 7 0	—	2 7 0	
29	21	16	13	4	83	10·6	1 4 3	1 17 6	3 0 0	24 0 0	6 2 1	—	6 2 1	
32	35	18	15	1	101	10·	0 12 0	1 17 6	—	24 0 0	2 18 1	—	2 18 1	
24	15	11	10	4	64	9·5	—	—	—	16 0 0	2 10 0	8 14 2	11 4 2	
16	11	16	10	14	67	11·5	—	—	3 0 0	43 0 0	6 9 6	—	6 9 6	
33	12	6	14	–	65	10·	0 13 0	—	—	6 0 0	1 2 6	—	1 2 6	
20	23	15	29	14	101	10·7	1 0 0	—	1 10 0	28 0 0	13 9 1	—	13 9 1	
38	24	11	14	4	91	10·2	1 0 3	—	—	24 0 0	12 16 5	—	12 16 5	
19	21	29	13	–	82	10·5	0 7 3	—	—	27 13 4	3 19 6	—	3 19 6	
24	24	12	10	8	78	8·	0 15 10	—	—	18 0 0	8 10 0	—	8 10 0	
17	22	11	11	2	63	11·1	0 8 0	1 10 0	—	24 0 0	1 1 0	3 0 0	[a]4 1 0	
26	21	12	12	–	71	10·5	1 8 3	—	—	15 0 0	1 6 0	—	1 6 0	
22	25	15	8	6	76	10·4	0 18 0	—	—	22 10 0	4 6 10	—	4 6 10	
20	26	11	8	5	70	9·	1 4 6	1 10 0	1 0 0	18 0 0	3 3 3	—	3 3 3	
23	21	11	10	–	65	9·4	0 13 0	1 10 0	1 0 0	16 0 0	1 12 0	—	1 12 0	
33	37	34	15	3	122	10·3	0 17 11	1 10 0	—	18 0 0	3 13 4	—	3 13 4	
125	12	14	–	–	151	8·2	0 11 1	—	—	15 0 0	—	—	—	
24	23	6	7	–	60	10·	1 6 8	—	—	40 10 0	6 10 0	—	6 10 0	
37	14	9	4	4	68	10·	0 17 0	—	—	18 10 0	5 0 0	—	5 0 0	
27	25	5	14	4	75	10·2	1 0 7	—	1 0 0	16 0 0	2 1 5	—	2 1 5	
22	32	34	8	1	97	10·3	0 13 6	—	1 0 0	18 0 0	7 0 0	—	7 0 0	
29	22	8	9	2	70	10·5	0 19 6	—	—	13 15 0	1 4 1	—	1 4 1	
36	24	21	17	3	101	9·7	1 6 0	0 19 0	2 0 0	45 1 8	6 14 3	—	6 14 3	
18	6	6	7	4	41	10·5	—	—	—	15 0 0	0 15 2	—	0 15 2	
10	24	3	7	–	44	9·5	—	—	—	14 0 0	1 4 1	—	1 4 1	
43	37	23	15	1	119	11·	0 8 3	—	—	17 15 0	7 6 9	—	7 6 9	
29	18	16	6	–	69	10·8	0 7 7	—	—	12 16 8	1 2 0	—	1 2 0	
13	20	14	12	22	81	11·3	1 0 6	—	—	24 0 0	8 6 6	—	8 6 6	
14	16	2	12	11	55	10·9	—	—	—	40 6 8	8 16 10	2 10 0	11 6 10	
10	12	23	10	12	67	11·	—	—	—	20 0 0	2 2 3	—	2 2 3	
34	24	15	15	3	91	9·8	0 14 8	1 10 0	—	18 0 0	4 9 7	—	4 9 7	
32	25	7	4	5	73	10·	0 10 5	1 10 0	—	15 0 0	3 8 1	—	3 8 1	
34	42	16	21	11	124	10·7	1 19 11	1 17 6	—	28 0 0	12 0 6	—	12 0 6	
32	26	11	36	6	111	9·5	1 9 9	2 5 0	—	17 0 0	10 15 6	—	10 15 6	
14	11	19	8	8	60	10·	0 10 2	1 10 0	1 0 0	23 10 0	9 14 0	—	9 14 0	
27	33	31	4	4	99	10·2	1 2 10	1 17 6	—	14 8 10	1 9 6	—	1 9 6	
44	33	38	18	11	144	10·9	2 16 11	—	—	42 0 0	8 3 6	—	8 3 6	
32	37	18	17	14	118	10·5	2 2 9	1 17 6	—	48 6 8	15 4 8	—	[a]15 4 8	
18	14	15	8	4	59	11·	1 10 6	1 10 0	—	14 13 4	1 3 3	—	1 3 3	
11	14	2	4	4	35	9·4	2 2 7	1 10 0	—	28 0 0	12 5 0	—	[a]12 5 0	
42	24	6	6	2	80	8·5	1 5 6	—	—	18 0 0	2 14 4	—	2 14 4	
10	24	13	15	7	69	11·	0 13 9	—	—	24 0 0	4 3 4	—	4 3 4	
17	12	20	8	15	72	11·	0 12 0	—	—	26 0 0	4 13 4	—	4 13 4	
34	34	18	9	4	99	9·9	1 16 8	—	—	24 13 4	6 8 10	—	6 8 10	
18	15	16	5	5	59	11·	—	—	—	16 0 0	1 15 0	—	1 15 0	
29	27	12	5	7	80	10·5	0 17 4	1 10 0	2 0 0	20 5 0	2 13 0	—	2 13 0	
33	19	12	5	–	69	8·6	0 10 6	1 10 0	—	16 0 0	2 1 6	—	2 1 6	
45	28	18	15	–	106	10·7	1 1 8	—	—	15 0 0	8 0 0	2 0 0	10 0 0	
26	18	19	13	5	81	10·	0 12 2	—	—	15 0 0	5 4 0	—	5 4 0	
13	18	20	12	–	63	10·6	1 7 9	—	—	21 0 0	4 10 0	—	4 10 0	
32	26	5	8	–	71	10·	1 0 8	—	—	28 0 0	5 10 0	—	5 10 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent. Clerical.	Religious Denomination of Manager or Correspondent. Lay.	Religious Denomination of Head Teacher.	Attendance for the Year. Total number of *distinct* Pupils on Rolls during the Year. Males.	Females	Total.	Average number of Pupils on Rolls. Males.	Females	Total.	Average Daily Attendance.
123	8670	St. James and Dunbrody, .	Duncannon, f.		R.C.	–	R.C.	–	93	93	–	55	55	34
124	8690	Rathmacknee, .	Piercestown, f.		R.C.	–	R.C.	–	83	83	–	63	63	30
125	8782	Newbawn, .	Newbawn, . .		R.C.	–	R.C.	44	37	81	38	27	65	31
126	8941	Carne, . .	Carne, . .		R.C.	–	R.C.	35	28	63	34	23	57	36
127	9007	Hook, . .	Loftus Hall, .		R.C.	–	R.C.	37	49	86	31	38	69	35
128	9160	Kilbride, . .	Clologue, . f.		R.C.	–	R.C.	–	63	63	–	52	52	34
129	9184	St. James, .	Shielbaggon, m.		R.C	–	R.C.	81	–	81	56	–	56	40
130	9185	Do. . .	Do. . . f.		R.C.	–	R.C.	–	74	74	–	51	51	35
131	9215	Do. . .	Ballyhack, . f.		R.C.	–	R.C.	19	64	83	17	63	80	46
			Total of Ordinary Schools, 131, .					7,311	5,836	13,147	5,062	4,125	9,187	4,714
			MODEL, AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	7784	St. Mary's (Enniscorthy), .	Enniscorthy District Model, m.	v.c.	–	Commrs. of N.E.	R.C.	40	–	40	27	–	27	21
2	7785	Do. . .	Do. . . f.	v.c.	–	Commrs. of N.E.	E.C.	–	32	32	–	19	19	13
3	7786	Do. . .	Do. . . i.	v.c.	–	Commrs. of N.E.	R.C.	15	18	33	11	12	23	18
4	967	St. Mary's (New Ross), . .	New Ross Conv., f.		–	R.C.	R.C.	–	559	559	–	278	278	132
5	969	St. John's. .	Wexford do. f.		–	R.C.	R.C.	–	725	725	–	396	396	270
6	3634	St. Mary's (Newtownbarry), .	Newtownbarry do.f.		R.C.	–	R.C.	–	180	180	–	105	105	67
7	3824	Kilmakilloge, .	Gorey do.f.		R.C.	–	R.C.	–	427	427	–	189	189	152
8	4949	St. John's, .	Wexford do.i.		–	R.C.	R.C.	–	402	402	–	243	243	159
9	6058	St. Mary's (Enniscorthy), .	Enniscorthy do.f.		R.C.	–	R.C	–	405	405	–	328	328	169
10	8221	Do. . .	Templeshannon do.f.		R.C.	–	R.C.	–	216	216	–	150	150	89
11	9047	Do. (New Ross),	New Ross, No.2, do.f.		–	R.C.	R.C.	–	405	405	–	280	280	138
12	3508	Carrick, .	Wexford Workho.,		–	Poor Law Guardians.	R.C.	110	93	203	76	68	144	120
13	3520	St. Mary's (New Ross), . .	New Ross do. .		–	Poor Law Guardians.	R.C.	116	93	209	78	63	141	117
14	5674	Do. (Enniscorthy),	Enniscorthy do. .		–	Poor Law Guardians.	R.C.	83	51	134	48	41	89	71
			Total of Special Schools, 14, .					364	3,606	3,970	240	2,172	2,412	1,536
			Grand Total for Co. Wexford, 145, .					7,675	9,442	17,117	5,302	6,297	11,599	6,250

COUNTY OF

			ORDINARY TOWN AND RURAL SCHOOLS.											
1	663	Mullinacuff, .	Kilquiggan, . f.		R.C.	–	R.C.	17	85	102	10	74	84	33
2	971	Baltinglass, .	Baltinglass, . m.		R.C.	–	R.C.	183	–	183	143	–	143	73
3	972	Do. . .	Do. . . f.		R.C.	–	R.C.	–	195	195	–	135	135	78
4	973	Ballynure, .	Grange, . .		R.C.	–	R.C.	55	52	107	38	30	68	42
5	974	Baltiboys, .	Baltiboys, . f.		–	E.C.	R.C.	26	55	81	18	36	54	24
6	975	Bray, . .	Bray, . . m.		R.C.	–	R.C.	216	–	216	138	–	138	62
7	976	Do. . .	Do. . . f.		R.C.	–	R.C.	–	190	190	–	97	97	52
8	977	Clonmore, .	Ballyconnell, m.		R.C.	–	R.C.	83	–	83	59	–	59	29
9	978	Do. . .	Do. . . f.		R.C.	–	R.C.	–	98	98	–	60	60	31
10	979	Castle Macadam,	Newbridge, . m.		R.C.	–	R.C.	155	–	155	85	–	85	50
11	980	Do. . .	Do. . . f.		R.C.	–	R.C.	–	165	165	–	92	92	49
12	981	Delgany, . .	Kilmacanoge, .		R.C.	–	R.C.	82	53	135	55	33	88	42
13	983	Derrylossary, .	St. Kevin's, . .	v.t.	R.C.	–	R.C.	106	93	199	73	60	133	64
14	984	Glenealy, . .	Glenealy, . . .		R.C.	–	R.C.	49	37	86	39	33	72	38

[a] Residence free.

1863.—Province of Leinster : County of Wexford—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
25	13	9	5	4	56	11·4	—	—	—	16 13 4	3 0 9	—	3 0 9
25	9	11	11	8	64	11·	—	—	—	24 0 0	5 15 0	—	[a]5 15 0
20	25	16	6	7	74	11·	0 13 1	—	—	18 0 0	1 5 6	—	1 5 6
15	12	13	11	7	58	9·2	1 5 8	—	—	15 0 0	8 6 4	—	8 6 4
47	15	10	2	–	74	10·6	0 10 7	—	—	18 0 0	4 14 9	—	4 14 9
17	14	15	17	–	63	10·8	1 9 8	4 10 0	—	12 0 0	4 15 0	—	4 15 0
19	19	16	19	–	73	10·9	1 4 10	4 10 0	—	19 0 0	4 10 0	—	4 10 0
25	19	6	9	9	68	10·	1 5 6	4 10 0	—	12 0 0	4 0 0	—	4 0 0
41	12	16	3	7	79	12·	0 13 8	—	—	3 10 0	2 8 8	—	2 8 8
3,480	2,902	1,909	1,469	679	10,439		124 11 5	68 9 0	54 16 8	3,104 17 4	627 5 0	65 15 9	693 0 9
2	3	5	15	6	31	12·1							
–	8	6	5	3	22	12·7	4 2 7	6 15 6	—	284 13 3	21 0 1	—	21 0 1
20	5	5	–	–	30	5·							
137	67	68	38	30	340	9·5	6 7 2	—	2 0 0	48 10 0	6 0 0	—	6 0 0
272	84	49	72	27	504	9·9	8 13 5	—	3 0 0	92 5 10	—	—	—
61	25	27	8	6	127	9·	3 14 6	—	2 0 0	33 3 4	4 11 6	—	4 11 6
92	33	25	27	21	198	9·5	—	—	6 10 0	56 6 8	8 16 10	—	8 16 10
132	75	24	22	4	257	8·1	2 8 11	—	—	59 13 4	8 2 3	5 0 0	13 2 3
183	46	33	34	30	326	9·	5 0 6	—	5 10 0	55 16 8	3 1 6	—	3 1 6
45	33	16	13	16	123	9·	3 2 6	—	2 0 0	38 18 4	3 2 2	4 0 0	7 2 2
131	65	23	17	8	244	8·6	7 7 10	7 0 0	—	32 10 0	1 3 2	13 0 0	14 3 2
84	27	13	16	13	153	8·4	1 13 10	—	8 10 0	—	—	—	—
75	28	30	15	–	148	10·	3 1 2	—	10 10 0	—	—	—	—
62	21	9	12	–	104	8·	4 18 5	—	7 10 0	—	—	—	—
1,296	520	333	294	164	2,607		50 10 10	13 15 6	47 10 0	701 17 5	55 17 6	22 0 0	77 17 6
4,776	3,422	2,242	1,763	843	13,046		175 2 3	82 4 6	102 6 8	3,806 14 9	683 2 6	87 15 9	770 18 3

WICKLOW—84 Schools.

26	23	10	10	6	75	15·	1 0 0	1 10 0	—	26 12 6	1 12 0	—	[a]1 12 0
43	29	28	32	12	144	11·2	2 3 4	—	3 0 0	50 15 0	16 0 0	—	16 0 0
39	43	32	15	20	149	8·8	2 19 1	—	—	69 0 0	15 16 1	—	15 16 1
19	17	19	18	8	81	10·1	0 14 2	—	—	32 0 0	4 17 9	0 10 0	[a]5 7 9
10	9	12	11	–	42	10·	1 17 0	1 10 0	—	17 2 2	2 0 11	6 0 0	[a]8 0 11
71	54	22	16	–	163	10·	2 7 8	—	—	60 11 8	1 11 6	7 10 0	9 1 6
68	24	18	8	9	127	7·4	1 5 7	—	—	52 3 4	5 17 8	—	5 17 8
25	20	4	13	6	68	11·	0 13 8	—	1 0 0	24 0 0	4 8 6	—	[b]4 8 6
12	20	12	17	13	74	10·	0 14 6	—	—	20 0 0	3 12 1	1 0 0	[a]4 12 1
28	31	23	10	9	101	10·6	1 11 3	—	—	43 6 8	5 18 9	—	5 18 9
52	39	16	12	–	119	9·2	1 0 6	—	—	31 3 4	3 3 7	—	[a]3 3 7
49	36	17	12	–	114	10·5	1 6 1	—	—	30 13 4	5 0 0	—	5 0 0
57	59	32	8	4	160	10·	2 15 1	—	—	54 18 4	8 10 0	—	8 10 0
26	27	7	12	2	74	10·	—	1 10 0	—	16 10 0	7 10 7	—	[b]7 10 7

[b] House and garden free.

I.—List of Schools in operation on the 31st Decembe

ORDINARY TOWN AR

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance
								Males.	Females	Total.	Males.	Females	Total.	
15	987	Drumbay,	Wicklow, m.		R.C.	–	R.C.	216	–	216	130	–	130	7
16	988	Do.	Do. f.		R.C.	–	R.C.	–	173	173	–	117	117	6
17	1119	Powerscourt,	Cuttlestown,		R.C.	–	R.C.	95	90	185	57	47	104	5
			Do. evg.		–	–		55	–	55	31	–	31	1
18	1317	Kilcommon,	Ballycumber,	V.T.	–	E.C.	R.C.	51	47	98	32	33	65	3
19	1318	Rathdrum,	Trooperstown,	V.T.	–	R.C.	R.C.	64	50	114	36	33	69	2
20	1431	Kilranelagh,	Talbotstown, m.	V.T.	R.C.	–	R.C.	123	–	123	84	–	84	3
21	1732	Inch,	Johnstown, m.		R.C.	–	R.C.	92	–	92	68	–	68	3
22	1782	Do.	Do. f.		R.C.	–	R.C.	–	85	85	–	59	59	2
23	1789	Kilranelagh,	Talbotstown, f.	V.T.	R.C.	–	R.C.	–	84	84	–	58	58	2
24	1790	Mullinacuff,	Kilquiggan, m.		R.C.	–	R.C.	112	–	112	81	–	81	3
25	1993	Rathdrum,	Glenmalur,		R.C.	–	R.C.	35	33	68	26	24	50	2
26	2241	Barreniskey,	Barreniskey,		R.C.	–	R.C.	68	36	104	45	27	72	4
27	2276	Arklow,	Arklow, m.	B.	R.C.	–	R.C.	450	–	450	292	–	292	15
28	2277	Do.	Do. f.	B.	R.C.	–	R.C.	–	294	294	–	217	217	13
29	2434	Kiltegan,	Rathcoyle, m.	B.	R.C.	–	R.C.	110	–	110	68	–	68	3
30	2435	Do.	Do. f.	B.	R.C.	–	R.C.	–	106	106	–	76	76	3
31	2716	Rathdrum,	Macreddin, f.		R.C.	–	R.C.	–	65	65	–	50	50	2
32	3119	Donaghmore,	Brittas,		–	R.C.	R.C.	58	46	104	39	33	72	3
33	3188	Rathdrum,	Mucklagh,		R.C.	–	R.C.	49	25	74	37	19	56	2
34	3210	Crosspatrick,	Coolroe,		–	E.C.	E.C.	100	63	163	81	54	135	7
35	3551	Rathdrum,	Ballinacarrig,	V.T.	R.C.	–	R.C.	113	81	194	75	48	123	6
36	4093	Preban,	Annaghcurragh, m.		R.C.	–	R.C.	101	–	101	74	–	74	3
37	4238	Do.	Do. f.		R.C.	–	R.C.	–	93	93	–	60	60	2
38	4249	Hollywood,	Hollywood, m.		R.C.	–	R.C.	97	–	97	68	–	68	3
39	4526	Donard,	Donard,		R.C.	–	R.C.	98	70	168	71	45	116	6
40	4527	Hollywood,	Hollywood, f.		R.C.	–	R.C.	–	105	105	–	61	61	3
41	4663	Kilcommon,	Crossbridge, m.		R.C.	–	R.C.	97	–	97	61	–	61	2
42	4664	Do.	Do. f.		R.C.	–	R.C.	–	55	55	–	51	51	2
43	4669	Moyacomb,	Parkbridge, f.		R.C.	–	R.C.	55	63	118	39	44	83	3
44	4902	Danganstown,	Barrendarrig, m.		R.C.	–	R.C.	79	–	79	54	–	54	2
45	4903	Do.	Do. f.		R.C.	–	R.C.	–	102	102	–	79	79	4
46	5159	Rathbran,	Stratford-on-Slaney		R.C.	–	R.C.	84	47	131	59	29	88	4
47	5397	Hacketstown,	Rathmeigue, f.		R.C.	–	R.C.	–	145	145	–	99	99	5
48	5398	Newcastle,	Newtownmountkennedy,		R.C.	–	R.C.	102	–	102	49	–	49	2
49	5399	Delgany,	Carrigour,		R.C.	–	R.C.	27	22	49	24	18	42	2
50	5671	Newcastle,	Ballinahinch,		R.C.	–	R.C.	62	52	114	44	35	79	3
51	5791	Kilcommon,	Tinahely, m.		–	E.C.	R.C.	101	50	151	76	41	117	7
52	5920	Bray,	Blacklion,		R.C.	–	R.C.	77	31	108	49	18	67	3
53	5921	Calary,	Calary,		–	E.C.	Pres.	50	42	92	32	23	55	1
54	5949	Rathdrum,	Rathdrum, m.	V.C.	R.C.	–	R.C.	154	–	154	97	–	97	6
55	5950	Do.	Do. f.	V.C.	R.C.	–	R.C.	–	147	147	–	93	93	5
56	6005	Newcastle,	Newcastle,		R.C.	–	R.C.	52	72	124	36	44	80	1
57	6176	Blessington,	Blessington, m.		E.C.	–	E.C.	136	–	136	87	–	87	4
58	6177	Do.	Do. f.		E.C.	–	E.C.	–	108	108	–	81	81	4
59	6192	Hacketstown,	Rathmeigue, m.		R.C.	–	R.C.	93	–	93	60	–	60	3
60	6347	Ballintemple,	Ballykillageer,		R.C.	–	R.C.	47	38	85	35	32	67	2
61	6922	Wicklow,	Rathnew,		R.C.	–	R.C.	84	79	163	61	49	110	5
62	6955	Dunlavin,	Dunlavin, m.		R.C.	–	R.C.	96	–	96	83	–	83	4
63	6956	Do.	Do. f.		R.C.	–	R.C.	–	83	83	–	75	75	4
64	7012	Calary,	Annacarter,		R.C.	–	R.C.	55	38	93	45	31	76	3
65	7074	Kilcoole,	Kilcoole,		R.C.	–	R.C.	76	53	129	35	27	62	3
66	7250	Knockrath,	Claravale, temp.		R.C.	–	R.C.	22	37	59	20	28	48	2
67	7474	Ballykine,	Macreddin, m.		R.C.	–	R.C.	75	–	75	55	–	55	2
68	7768	Rathnew,	Killoughter,		R.C.	–	R.C.	51	48	99	38	37	75	4
69	7805	Danganstown,	Ballinacarrig, No. 2,		R.C.	–	R.C.	48	49	97	29	29	58	3
70	8177	Kilbride,	Kilbride,		–	E.C.	R.C.	80	49	129	44	24	68	2
71	8181	Danganstown,	Newbawn, m.		R.C.	–	R.C.	78	92	170	59	67	126	4
72	8247	Newbridge,	Ardinary,		R.C.	–	R.C.	25	25	50	17	16	33	2
73	8451	Hacketstown,	Askanagap,		R.C.	–	R.C.	31	41	72	24	29	53	2
74	8480	Drumbay,	Wicklow, i.		R.C.	–	R.C.	75	104	179	38	50	88	4
75	8601	Newcastle,	Newtownmount-kennedy, f.		R.C.	–	R.C.	–	114	114	–	65	65	3

* Residence free.

1863.—Province of LEINSTER: County of WICKLOW—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
36	56	20	24	15	151	10·	3 2 6	—	—	62 7 6	5 9 3	2 10 0	[a]7 19 3	
29	55	15	12	8	119	11·1	1 5 5	—	2 10 0	61 6 8	7 15 10	5 0 0	12 15 10	
66	40	24	11	–	141	10·3	} 1 19 0	—	—	48 14 2	{ 9 9 7	3 0 0	[a]12 9 7	
3	10	10	20	1	44	19·2					{ 4 12 0	—	4 12 0	
21	24	13	7	–	65	9·6	1 11 5	—	—	15 0 0	—	8 0 0	[a]8 0 0	
34	25	7	7	9	82	10·	0 10 6	1 17 6	—	18 0 0	3 14 2	—	3 14 2	
29	31	9	16	10	95	10·	1 13 5	1 10 0	—	28 5 0	3 17 3	—	3 17 3	
17	37	18	11	4	77	10·4	1 1 7	—	—	28 0 0	2 7 10	—	2 7 10	
18	16	19	9	6	68	9·6	1 1 5	—	—	24 0 0	1 18 10	—	1 18 10	
26	21	3	7	4	61	8·1	1 1 3	—	2 0 0	19 10 0	4 1 4	—	4 1 4	
21	28	18	20	7	94	11·3	1 3 0	—	—	51 13 4	2 15 0	15 0 0	17 15 0	
32	12	3	3	–	50	9·	0 13 10	—	—	18 0 0	5 10 0	—	5 10 0	
22	27	17	9	4	79	9·5	1 0 11	—	—	26 3 4	5 0 0	—	[a]5 0 0	
128	102	63	26	37	356	11·5	5 3 1	—	—	106 10 0	27 9 10	—	27 9 10	
97	65	30	21	17	230	9·	4 15 1	—	11 10 0	98 10 10	28 6 8	—	28 6 8	
23	15	19	16	11	84	11·	1 4 11	—	—	31 0 0	3 19 2	4 0 0	7 19 2	
32	22	19	9	7	89	10·	0 17 0	—	—	19 1 8	1 9 6	—	1 9 6	
24	22	5	3	2	56	9·4	0 18 2	1 10 0	—	16 0 0	1 10 0	—	1 10 0	
28	22	14	9	7	80	9·8	2 0 0	—	—	34 13 4	4 9 1	—	4 9 1	
30	15	18	2	4	69	8·2	1 15 10	—	—	13 15 0	0 19 6	—	0 19 6	
56	50	22	16	5	149	9·6	5 9 8	—	—	73 0 0	5 19 0	36 0 0	41 19 0	
54	43	21	14	5	137	9·	1 13 7	1 17 6	—	49 5 0	12 4 3	—	12 4 3	
28	18	24	13	7	90	10·5	1 4 4	1 10 0	1 10 0	15 13 4	4 15 6	—	4 15 6	
16	25	7	14	5	67	9·7	1 0 6	1 10 0	—	20 0 0	4 11 10	—	4 11 10	
13	27	16	7	8	71	10·9	1 0 0	1 10 0	—	27 0 0	8 11 10	—	8 11 10	
61	38	25	14	5	143	11·8	2 9 2	—	2 0 0	43 10 5	5 0 6	—	[b]5 0 6	
27	24	12	10	9	82	11·3	1 15 10	—	—	15 0 0	5 19 9	—	5 19 9	
32	17	9	12	1	71	9·2	1 11 0	—	—	18 0 0	—	—	—	
14	17	12	6	–	49	10·5	0 8 11	—	—	16 0 0	1 0 0	—	1 0 0	
30	30	16	10	7	93	10·3	0 16 3	—	—	24 0 0	4 10 9	—	4 10 9	
18	23	8	10	–	59	10·2	0 5 0	—	—	15 15 0	2 0 4	—	2 0 4	
25	24	20	7	8	84	10·6	2 16 11	—	1 10 0	30 0 0	7 17 3	—	7 17 3	
44	35	9	17	1	106	9·8	2 17 0	—	—	14 10 0	6 12 6	—	6 12 6	
33	31	24	9	15	112	9·7	0 12 0	1 17 6	—	34 10 0	2 4 0	—	2 4 0	
34	18	15	7	4	78	8·	0 13 9	—	—	24 0 0	7 0 0	—	7 0 0	
13	13	10	6	1	43	9·	—	—	—	9 0 0	1 8 6	—	1 8 6	
21	27	31	13	8	100	10·	1 0 0	—	—	24 0 0	3 10 6	—	3 10 6	
59	28	28	9	6	130	10·8	2 10 9	—	1 10 0	24 0 0	3 0 6	10 0 0	13 0 6	
56	21	14	2	–	93	8·4	1 15 3	—	—	28 0 0	1 5 3	—	1 5 3	
24	19	6	3	1	53	11·	0 17 3	—	—	23 0 0	0 19 2	24 0 0	24 19 2	
36	36	13	13	5	103	9·1	3 1 11	1 17 6	6 0 0	70 11 8	13 16 3	6 0 0	19 16 3	
71	26	11	9	4	121	9·3	1 3 3	5 15 6	2 10 0	47 6 8	12 0 0	4 0 0	16 0 0	
38	17	18	3	8	84	8·5	1 3 10	—	1 0 0	26 0 0	7 12 0	—	[a]7 12 0	
24	29	13	16	7	89	11·7	2 5 5	1 10 0	—	28 0 0	9 11 8	14 12 4	[a]24 4 0	
21	37	11	12	5	86	10·8	1 1 2	1 10 0	—	16 0 0	6 11 11	10 0 0	[a]16 11 11	
29	19	5	7	6	66	10·3	1 0 4	—	—	30 13 4	2 17 0	—	2 17 0	
20	24	18	7	–	69	10·	0 17 0	1 10 0	—	18 0 0	4 2 8	—	4 2 8	
103	34	7	4	4	152	9·2	1 16 0	—	—	19 2 6	—	—	—	
34	17	21	10	14	96	13·8	1 2 3	1 17 6	2 0 0	30 10 0	5 3 5	—	5 3 5	
21	12	15	11	8	67	9·7	0 10 3	1 10 0	—	25 8 4	4 6 0	—	4 6 0	
33	29	11	9	6	88	10·7	3 0 11	1 10 0	2 0 0	47 0 0	7 4 0	6 0 0	[a]13 4 0	
35	23	20	15	–	93	9·	2 4 7	1 10 0	—	24 0 0	3 18 6	—	3 18 6	
23	16	7	5	–	51	11·	—	—	—	14 0 0	3 18 10	—	3 18 10	
19	26	12	4	–	61	9·3	0 8 11	—	—	28 0 0	1 15 6	—	1 15 6	
33	22	12	8	6	81	10·	1 4 11	1 10 0	—	45 3 4	—	10 0 0	[a]10 0 0	
18	21	15	3	4	61	10·	0 18 6	1 10 0	—	26 0 0	5 0 0	—	5 0 0	
43	23	7	5	3	81	9·9	1 2 1	—	—	24 0 0	4 15 2	5 4 10	10 0 0	
60	30	15	12	6	123	11·2	1 3 4	—	2 0 0	46 5 0	3 6 2	—	[a]3 6 2	
10	6	9	5	–	30	10·	0 12 3	—	—	18 0 0	3 18 6	—	3 18 6	
29	20	12	4	–	65	9·6	0 12 0	1 10 0	—	20 0 0	0 16 6	—	0 16 6	
110	–	–	–	–	110	5·4	—	1 17 6	—	17 10 0	5 0 0	—	5 0 0	
39	18	17	10	5	89	9·5	1 11 10	—	—	18 0 0	5 7 8	—	5 7 8	

[b] Received by present teacher from 18th May, 1863.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
76	8960	Derrylossery, .	Roundwood, day,		R.C.	–	R.C.	105	133	238	66	92	158	73
			Do. . . evg.		–	–	–	79	–	79	40	–	40	18
77	8961	Killiskey, .	Ballyduff, . .		R.C.	–	R.C.	58	40	98	53	35	88	39
78	9013	Rathnew, .	Ballylusk, . .		R.C.	–	R.C.	58	64	122	39	44	83	32
79	9192	Ennereilly, .	Ballymoyle, .		E.C.	–	E.C.	16	12	28	11	6	17	17
		Total of Ordinary Schools, 79, .						5,387	4,604	9,991	3,612	3,102	6,714	3,392
		AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.												
1	4588	Delgany, . .	Delgany, Ord. Agr.		–	E.C.	Pres.	88	–	88	63	–	63	37
2	5237	Do. . .	Do. Convent, f.		R.C.	–	R.C.	–	160	160	–	125	125	64
3	7180	Bray, . .	Bray Conv. No. 2. f.		–	R.C.	R.C.	149	342	491	102	264	366	212
4	3383	Rathdrum, .	Rathdrum Workh.		–	Poor Law Guardians.	R.C.	17	56	73	12	44	56	46
5	3879	Carnew, . .	Shillelagh do.		–	Poor Law Guardians.	E.C. / R.C.	22	54	76	18	38	56	48
			Total of Special Schools, 5, .					276	612	888	195	471	666	407
			Grand Total for Co. Wicklow, 84,					5,663	5,216	10,879	3,807	3,573	7,380	3,799

CONNAUGHT—

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	990	Abbey, . .	Briersfield, . f.	V.T.	R.C.	–	R.C.	76	66	142	57	49	106	44
2	999	Kiltullagh, .	Esker, . m.		R.C.	–	R.C.	122	–	122	71	–	71	34
3	1000	Do. . .	Do. . . f.		R.C.	–	R.C.	–	101	101	–	71	71	37
4	1003	Kilconla, . .	Tobberoe, . .	V.T.	–	E.C.	R.C.	101	90	191	60	52	112	48
5	1004	Kilcloony, .	Ballinasloe, . m.		R.C.	–	R.C.	263	–	263	164	–	164	89
6	1005	Killaan, . .	Woodlawn, . m.		–	E.C.	Pres.	49	61	110	40	52	92	66
7	1006	Kilmalinogue, .	Boley, . m.	V.T.	R.C.	–	R.C.	71	–	71	46	–	46	24
8	1007	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	88	88	–	49	49	21
9	1008	Lickerrig, .	Lickerrig, . f.	V.T.	R.C.	–	R.C.	117	68	185	76	48	124	49
10	1010	Loughrea, .	Loughrea, . m.	V.T.	R.C.	–	R.C.	207	–	207	154	–	154	88
11	1012	Moyrus, . .	Roundstone, .	V.T.	–	R.C.	R.C.	–	91	91	–	59	59	40
12	1190	Rahoon, . .	Bushy Park, .	V.T.	R.C.	–	R.C.	88	28	116	57	20	77	50
13	1219	Moycullen, .	Moycullen, . m.	V.T.	R.C.	–	R.C.	106	–	106	66	–	66	40
14	1321	Ballynakill, .	Woodford, . m.	A.	R.C.	–	R.C.	153	–	153	106	–	106	59
15	1324	Do. . .	Duniry, . m.	V.T.	R.C.	–	R.C.	85	–	85	56	–	56	29
16	1326	Killeroran, .	Trichill, . m.	A.	–	R.C.	R.C.	100	–	100	57	–	57	32
17	1327	Kilbegnet, .	Kilbegnet, . m.	V.T.	–	R.C.	R.C.	97	–	97	67	–	67	33
18	1328	Kiltormer, .	Kiltormer, . m.	V.T.	–	R.C.	R.C.	95	–	[b]95	63	–	[b]63	[b]30
19	1331	Moycullen, .	Moycullen, . f.	V.T.	R.C.	–	R.C.	–	100	100	–	72	72	41
20	1405	Clontuskert, .	Clontuskert, m.	V.T.	R.C.	–	R.C.	101	50	151	60	32	92	38
21	1518	Ballynakill, .	Woodford, . f.	A.	R.C.	–	R.C.	–	154	154	–	105	105	58
22	1519	Do. . .	Duniry, . f.	V.T.	R.C.	–	R.C.	–	65	65	–	52	52	24
23	1521	Killeroran, .	Trichill, . f.	A.	–	R.C.	R.C.	–	69	69	–	43	43	24
24	1522	Ballynakill, .	Ballynakill, . f.	A.	–	R.C.	R.C.	–	118	118	–	75	75	34
25	1523	Kiltormer, .	Kiltormer, . f.	V.T.	–	R.C.	R.C.	–	72	72	–	48	48	[b]24
26	1566	Kilbegnet, .	Kilbegnet, . f.	V.T.	–	R.C.	R.C.	–	121	121	–	81	81	39
27	1772	Monivea, . .	Rye Hill, . .	V.T.	–	R.C.	R.C.	67	51	118	55	44	99	42
28	1828	Ballymacward, .	Iskeer, . m.	V.T.	R.C.	–	R.C.	137	–	137	88	–	88	36
29	1865	Rahoon, . .	Frieport, . m.	V.T.	R.C.	–	R.C.	104	–	104	70	–	70	35
30	2103	Caltra, or Killosolan,	Kinclare, . m.	V.T.	R.C.	–	R.C.	139	–	139	79	–	79	30
31	2104	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	146	146	–	91	91	43

[a] Residence free.

1863.—Province of Leinster: County of Wicklow—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
63	65	23	11	10	172	9·6	2 10 3	—	—	42 5 0	11 0 0	—	[a] 11 0 0	
2	6	10	14	8	40	19·4					3 10 0		3 10 0	
31	21	18	5	–	75	9·4	1 18 2	—	—	15 0 0	3 10 0	—	3 10 0	
41	27	12	2	–	82	9·2	0 13 3	—	—	29 0 0	1 19 2	—	1 19 2	
9	4	5	7	3	28	10·	2 9 9	4 0 0	—	3 15 0	1 10 0	27 10 0	[a] 29 0 0	
2,894	2,202	1,262	846	450	7,654		118 15 7	46 10 6	42 0 0	2,507 1 9	431 16 7	205 17 2	637 13 9	
17	15	14	13	7	66	9·2	1 7 3	—	—	29 0 0	6 2 3	25 0 0	[a] 31 2 3	
37	42	29	12	9	129	9·	1 17 3	2 12 6	11 0 0	37 0 0	11 15 3	—	11 15 3	
238	51	28	19	27	363	7·	7 13 0	—	6 10 0	70 15 0	12 5 6	—	12 5 6	
22	18	4	8	3	55	8·2	7 0 0	—	6 10 0	—	—	—	—	
19	14	17	10	9	69	8·2	1 8 3	1 10 0	2 0 0	—	—	—	—	
333	140	92	62	55	682		19 5 9	4 2 6	26 0 0	136 15 0	30 3 0	25 0 0	55 3 0	
3,227	2,342	1,354	908	505	8,336		138 1 4	50 13 0	68 0 0	2,643 16 9	461 19 7	230 17 2	692 16 9	

971 Schools.

GALWAY—230 Schools.

66	35	19	2	–	122	9·2	0 10 4	—	—	20 0 0	1 3 11	—	1 3 11	
35	22	17	8	5	87	10·6	0 11 0	—	4 0 0	25 13 4	—	—	[a] —	
37	31	6	10	–	84	10·	0 10 0	—	—	30 0 0	—	—	—	
67	32	21	11	4	135	9·	1 8 11	—	—	31 11 8	2 15 1	—	2 15 1	
53	87	30	25	17	212	10·4	3 10 10	—	2 0 0	51 0 0	13 3 5	—	13 3 5	
42	25	10	10	5	92	9·	3 5 3	—	—	47 6 8	—	28 0 0	[a] 28 0 0	
16	9	10	8	7	50	9·9	1 7 6	—	—	19 13 4	1 12 3	—	1 12 3	
16	17	16	6	–	55	8·7	0 8 6	1 10 0	—	12 16 8	1 6 10	—	1 6 10	
46	26	33	36	–	141	10·4	—	—	—	—	10 9 4	—	[a] 10 9 4	
66	48	34	16	22	186	11·7	2 7 11	—	9 10 0	72 0 0	4 16 6	10 0 0	14 16 6	
35	14	13	6	4	72	9·1	4 11 0	—	1 0 0	19 6 8	0 15 0	—	0 15 0	
36	18	7	9	–	70	11·4	0 10 0	1 10 0	—	34 0 0	1 12 5	0 10 0	[a2] 2 2 5	
26	21	12	9	–	68	9·5	—	—	6 0 0	51 15 0	2 4 6	1 15 0	3 19 6	
53	39	25	7	10	134	8·	1 1 5	—	1 10 0	32 12 2	4 19 5	—	4 19 5	
33	21	8	6	6	74	9·2	1 18 5	1 10 0	—	22 10 0	4 17 9	—	4 17 9	
23	32	14	5	–	74	9·2	1 9 7	—	—	24 0 0	2 3 6	—	2 3 6	
22	15	16	11	7	71	11·	1 0 0	—	—	24 0 0	0 13 0	—	0 13 0	
–	–	–	–	–	–	–	—	—	—	43 6 8	—	—	—	
22	18	12	6	6	64	10·5	—	—	2 10 0	39 3 4	1 2 6	2 0 0	3 2 6	
43	30	21	8	–	102	10·8	1 2 9	—	—	18 0 0	2 16 11	—	[a2] 16 11	
56	45	17	5	1	124	8·6	0 13 9	—	—	52 0 0	3 16 7	5 0 0	8 16 7	
22	19	11	3	4	59	11·	0 13 5	1 10 0	—	13 19 11	1 0 0	—	1 0 0	
19	21	6	9	–	55	10·	0 10 5	—	—	14 14 5	0 6 2	—	0 6 2	
29	14	22	9	–	74	10·5	2 0 8	—	—	21 6 8	0 15 1	—	0 15 1	
–	–	–	–	–	–	–	0 16 0	—	—	21 0 0	—	—	—	
33	26	19	7	–	85	9·6	0 10 0	—	—	21 0 0	3 7 0	—	3 7 0	
73	19	18	13	9	132	9·1	0 10 4	—	—	29 18 4	1 13 0	1 0 0	[a2] 13 0	
47	36	19	9	–	111	10·2	0 11 4	1 10 0	—	15 0 0	1 9 9	—	1 9 9	
48	23	8	7	–	86	8·5	1 0 3	1 10 0	—	33 16 8	1 10 7	0 10 0	2 0 7	
16	32	15	8	6	77	9·8	0 17 6	—	—	14 7 6	5 0 0	—	5 0 0	
54	17	8	11	5	95	9·4	1 0 0	—	3 10 0	62 13 4	5 10 0	—	5 10 0	

[b] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
32	2173	Killeroran,	Barnaderg, m.	v.t.	–	R.C.	R.C.	138	–	138	69	–	69	28
33	2174	Lickmolassy,	Portumna, m.	v.c.	R.C.	–	R.C.	186	–	186	126	–	126	75
34	2175	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	138	138	–	91	91	55
35	2219	Moycullen,	Knockbane,		–	R.C.	R.C.	71	30	101	46	19	65	37
36	2351	Monivea,	Monivea, m.		–	E.C.	R.C.	71	–	71	51	–	51	30
37	2386	Rahoon,	Furbough,	v.t.	–	R.C.	R.C.	63	52	115	34	22	56	29
38	2399	Clonrush,	Lakyle,	v.t.	R.C.	–	R.C.	97	87	184	76	64	140	70
39	2964	Abbeygormacan,	Mullagh, m.		R.C.	–	R.C.	76	–	76	50	–	50	21
40	2965	Kilbegnet,	Ballynakill, or Friary Land,		R.C.	–	R.C.	97	56	153	54	29	83	41
41	3051	Loughrea,	Loughrea,	v.t.	–	R.C.	R.C.	118	17	135	62	14	76	38
42	3057	Kinvarradoorus,	Kinvara, f.	A.	–	R.C.	R.C.	–	134	134	–	93	93	53
43	3151	Inishcaltra,	Inishcaltra, m.	v.t.	–	E.C.	R.C.	88	–	88	65	–	65	29
44	3237	Moycullen,	Spiddle, m.	v.t.	R.C.	–	R.C.	150	–	150	96	–	96	60
45	3298	Beagh,	Cregg, m.		R.C.	–	R.C.	104	–	104	70	–	70	30
46	3389	Killeroran,	Barnaderg, f.	v.t.	–	R.C.	R.C.	–	107	107	–	63	63	33
47	3405	Aughrim,	Aughrim, m.		R.C.	–	R.C.	114	–	114	67	–	67	33
48	3560	Ross,	Cornamona,	v.c.	R.C.	–	R.C.	91	56	147	53	32	85	30
49	3607	Leitrim,	Leitrim,		R.C.	–	R.C.	130	82	212	81	64	145	54
50	3635	Ballynakill,	Tubberoe,		R.C.	–	R.C.	81	58	139	49	34	83	37
51	3637	Clonkeen,	Gorteen,		R.C.	–	R.C.	56	37	93	33	23	56	35
52	3672	Beagh,	Cregg, f.		R.C.	–	R.C.	–	87	87	–	63	63	31
53	3723	Kilreekill,	Kilreekill, late Cahernagarney,		R.C.	–	R.C.	70	40	110	37	23	60	21
54	3813	Ahascragh,	Ahascragh, m.		R.C.	–	R.C.	144	–	144	91	–	91	58
55	3814	Do.	Daly's Grove,		–	R.C.	R.C.	46	61	107	21	26	47	23
56	3848	Killimordaly,	Attymon, m.		R.C.	–	R.C.	123	–	123	77	–	77	36
57	3875	Inishcaltra,	Inishcaltra, f.	v.t.	–	E.C.	R.C.	–	89	89	–	58	58	27
58	4013	Ballynakill,	Irish Waste Land Society,	v.t.	R.C.	–	R.C.	75	65	140	53	37	90	43
59	4094	Ahascragh,	Ahascragh, f.		R.C.	–	R.C.	–	152	152	–	92	92	61
60	4219	Moycullen,	Spiddle, f.	v.t.	R.C.	–	R.C.	–	94	94	–	86	86	50
61	4220	Ballymacward,	Iskeer, f.	v.t.	R.C.	–	R.C.	–	128	128	–	67	67	30
62	4401	Killeenadeema,	Derrybrien,		R.C.	–	R.C.	89	70	159	54	43	97	31
63	4501	Rahoon,	Claddagh, m.	v.t.	R.C.	–	R.C.	366	–	366	188	–	188	110
64	4502	Do.	Do. f.	v.t.	R.C.	–	R.C.	–	156	156	–	93	93	55
65	4504	Kilconierin,	Ganty,	v.c.	–	R.C.	R.C.	95	37	132	57	29	86	40
66	4506	Oranmore,	Oranmore, m.	v.c.	R.C.	–	R.C.	106	–	106	79	–	79	45
67	4507	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	32	32	–	23	23	11
68	4509	Ardrahan,	Castle Daly,	v.c.	–	R.C.	R.C.	64	38	102	50	23	73	31
69	4786	Kilcummin,	Oughterard, m.	v.c.	R.C.	–	R.C.	118	–	118	65	–	65	31
70	4789	Kilthomas,	Peterswell,	v.c.	R.C.	–	R.C.	101	84	185	64	53	117	63
71	4790	Kilmacduagh,	Gort, m.	v.c.	R.C.	–	R.C.	203	–	203	130	–	130	68
72	4791	Do.	Do. f.	v.c.	R.C.	–	R.C.	30	84	[c]114	20	56	[c]76	[c]24
73	4941	Moyrus,	Kilkerrin,[d]	v.c.	–	R.C.	–	–	–	–	–	–	–	–
74	4974	Meelick,	Meelick,		R.C.	–	R.C.	41	20	61	31	15	46	23
75	5310	Tynagh,	Tynagh, m.		R.C.	–	R.C.	83	–	83	59	–	59	30
76	5418	Do.	Do. f.		R.C.	–	R.C.	–	86	86	–	61	61	26
77	5523	Ballynakill,	Ballincurry,		R.C.	–	R.C.	94	67	161	56	42	98	50
78	5608	Abbeyknockmoy,	Newtown, f.		–	R.C.	R.C.	–	101	101	–	70	70	40
79	5754	Killora,	Craughwell, m.	v.c.	R.C.	–	R.C.	128	–	128	79	–	79	38
80	5755	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	136	136	–	93	93	38
81	5965	Killeenadeema,	Killeenadeema, m.		R.C.	–	R.C.	78	–	78	49	–	49	25
82	5966	Do.	Do. f.		R.C.	–	R.C.	–	74	74	–	67	67	26
83	6044	Kilcooly,	Kilcooly, m.		R.C.	–	R.C.	117	–	117	75	–	75	34
84	6157	Clare Galway,	Clare Galway, f.		R.C.	–	R.C.	–	103	103	–	55	55	26
85	6258	Killallaghton,	Killallaghton,		R.C.	–	R.C.	81	59	140	52	37	89	35
86	6260	Ardrahan,	Ardrahan,	v.c.	–	E.C.	R.C.	111	91	202	72	63	135	57
87	6319	Kinvarradoorus,	Doorus,	v.c.	R.C.	–	R.C.	74	51	125	47	36	83	46
88	6396	Kinvara,	Northampton,	v.c.	R.C.	–	R.C.	74	58	132	49	39	88	47
89	6414	Athleague,	Hollygrove,		R.C.	–	R.C.	75	67	142	61	55	116	53
90	6489	Belclare,	Sylane,	v.c.	–	R.C.	R.C.	101	91	192	60	58	118	63
91	6498	Killeroran,	Adrigoole,		–	E.C.	R.C.	67	69	136	48	48	96	53

[a] Residence free.

[b] Free residence; garden, and grass for a cow.

1863.—Province of CONNAUGHT : County of GALWAY—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.					
							In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.			
56	21	12	4	–	93	10·1	0 10 1	—	—	18 0 0	1 9 0	—	1 9 0			
52	44	21	17	12	146	9·4	3 1 2	—	4 10 0	78 0 0	8 9 3	—	8 9 3			
47	38	9	7	10	111	9·6	1 14 11	—	—	40 0 0	5 1 6	—	5 1 6			
36	28	5	7	3	79	9·5	1 0 0	—	—	17 12 6	2 2 10	—	2 2 10			
33	12	7	6	1	59	10·5	1 0 0	1 10 0	1 0 0	24 0 0	2 2 3	10 0 0	[a] 12 2 3			
28	13	6	6	–	53	8·7	0 10 3	—	—	19 0 0	1 18 0	—	1 18 0			
65	40	33	18	6	162	10·5	1 0 0	—	5 10 0	49 10 0	6 6 6	—	6 6 6			
14	13	5	8	2	42	10·3	—	—	—	24 0 0	2 15 2	—	2 15 2			
62	37	11	9	–	119	9·8	0 16 6	—	—	18 0 0	3 10 3	—	3 10 3			
24	18	4	6	8	60	10·8	0 18 11	1 10 0	1 0 0	33 3 4	1 2 0	11 10 0	12 12 0			
53	27	23	13	–	116	9·8	1 1 6	—	1 0 0	41 5 0	8 0 0	—	8 0 0			
15	25	14	9	4	67	10·3	1 13 10	—	1 10 0	18 0 0	3 9 0	—	3 9 0			
35	28	27	8	6	104	8·9	2 2 0	2 5 0	2 0 0	32 15 0	9 2 6	—	9 2 6			
25	21	3	9	8	66	10·4	1 0 3	—	—	23 10 0	1 19 0	—	[a] 1 19 0			
55	11	7	5	–	78	8·4	0 11 7	—	—	16 0 0	0 19 7	—	0 19 7			
36	25	11	1	2	75	9·6	0 6 9	—	—	30 0 0	1 1 7	—	1 1 7			
52	20	17	7	2	98	9·5	0 5 9	1 10 0	—	21 10 0	—	6 0 0	6 0 0			
81	33	14	8	1	137	10·7	1 16 8	—	—	41 1 8	1 4 0	—	1 4 0			
32	25	27	10	–	94	9·5	1 4 11	—	—	16 0 0	2 15 0	—	2 15 0			
18	33	9	10	5	75	9·9	1 0 10	—	—	24 0 0	2 10 6	—	2 10 6			
17	12	15	13	7	64	10·3	0 15 7	—	0 10 0	31 13 4	3 19 4	—	3 19 4			
22	22	9	4	–	57	10·7	0 15 0	—	—	15 0 0	1 10 0	—	1 10 0			
27	33	26	6	8	100	10·	0 13 6	—	2 10 0	29 13 4	2 18 1	—	2 18 1			
40	16	3	4	–	63	7·9	0 10 3	—	—	24 0 0	0 10 5	—	[a] 0 10 5			
32	18	11	8	–	69	12·	2 1 11	—	2 0 0	27 15 0	1 19 1	—	1 19 1			
19	18	13	7	5	62	9·8	0 10 3	—	1 0 0	21 13 4	1 4 8	—	[a] 1 4 8			
20	17	16	5	7	65	10·6	2 0 1	—	1 10 0	46 13 4	1 19 3	—	1 19 3			
37	34	10	14	10	105	10·	3 5 5	—	1 15 0	47 3 4	3 2 3	—	3 2 3			
40	25	15	7	–	87	8·2	—	1 17 6	2 0 0	24 10 0	6 15 1	5 0 0	11 15 1			
27	26	9	5	4	71	10·1	—	1 10 0	—	14 16 8	1 13 11	—	1 13 11			
61	29	9	9	–	108	8·7	0 17 4	—	—	18 0 0	3 17 7	—	3 17 7			
107	46	23	28	15	219	9·8	5 7 4	—	—	68 18 0	11 0 0	4 10 0	[a] 15 10 0			
47	28	15	19	10	119	8·8	3 13 9	—	5 10 0	53 3 4	4 10 3	10 0 0	14 10 3			
33	25	12	6	4	80	10·	0 14 7	—	—	32 10 0	1 10 0	—	1 10 0			
23	25	14	15	9	86	11·2	1 10 6	—	1 10 0	33 0 0	3 11 11	—	3 11 11			
10	4	2	5	2	23	10·7	—	—	—	24 0 0	0 7 6	—	0 7 6			
39	15	10	11	4	79	11·8	—	—	—	24 0 0	1 18 2	—	[b] 1 18 2			
42	18	17	7	5	89	11·8	0 14 11	1 10 0	—	20 18 4	1 10 10	—	1 10 10			
53	39	21	10	5	128	9·7	1 4 3	1 17 6	—	48 0 0	10 2 7	—	10 2 7			
33	48	27	23	14	145	12·5	1 2 5	—	9 0 0	44 1 8	11 3 2	—	11 3 2			
–	–	–	–	–	–	–	—	—	—	12 16 8	—	—	—			
–	–	–	–	–	–	–	—	—	—	7 10 0	—	—	—			
33	15	6	4	–	58	8·7	0 16 0	—	—	10 4 4	3 0 0	—	[a3] 0 0			
26	20	11	4	2	63	9·5	1 11 3	—	—	24 0 0	1 7 7	—	1 7 7			
23	15	16	4	2	60	11·5	0 12 6	1 10 0	—	20 0 0	1 14 11	—	1 14 11			
28	44	30	12	7	121	9·5	2 17 8	1 10 0	3 10 0	39 10 0	3 18 6	—	3 18 6			
28	23	8	7	5	71	9·5	1 0 3	—	—	22 18 4	0 8 11	6 0 0	6 8 11			
36	45	25	10	3	119	10·2	1 12 0	—	—	12 13 4	0 12 0	—	0 12 0			
41	20	18	16	–	95	10·	0 10 3	—	—	21 5 0	2 16 8	—	2 16 8			
39	11	9	6	1	66	11·7	0 10 3	—	—	24 0 0	—	—	—			
37	17	9	9	–	72	10·8	—	—	—	15 3 10	—	—	—			
33	13	14	17	6	83	10·2	0 10 0	—	—	18 0 0	1 6 6	—	1 6 6			
27	10	7	11	–	55	9·	0 14 6	—	—	14 0 0	1 6 6	—	1 6 6			
26	40	28	4	4	102	10·8	1 9 7	1 10 0	1 0 0	33 6 8	3 0 6	—	3 0 6			
42	55	29	22	–	148	9·8	3 7 0	—	1 0 0	37 3 4	8 5 6	—	8 5 6			
43	18	18	12	3	94	11·6	1 1 0	—	4 5 0	34 6 8	5 12 6	2 10 0	8 2 6			
55	27	16	11	–	109	9·8	1 2 0	—	3 15 0	29 5 0	5 11 9	—	5 11 9			
35	41	20	10	–	106	9·	1 0 3	1 10 0	—	40 0 0	0 6 0	0 10 0	[a] 0 16 0			
55	27	10	10	6	108	11·6	2 3 0	—	3 10 0	48 13 4	6 0 0	—	6 0 0			
57	29	15	8	–	109	9·8	0 11 3	—	3 0 0	36 18 4	—	3 0 0	[a3] 0 0			

[a] Attendance taken from Inspector's report.

[b] Closed greater portion of year.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
92	6560	Cargin, . .	Clydagh, . m.		–	R.C.	R.C.	80	61	141	59	45	104	61
93	6561	Kilcooly, . .	Kilcooly, . f.		R.C.	–	R.C.	–	126	126	–	74	74	30
94	6578	Ballynakill, .	Gurtnadieve, .		R.C.	–	R.C.	154	73	227	73	34	107	43
95	6610	Kilmacduagh, .	Kilmacduagh, .	v.c.	R.C.	–	R.C.	69	30	[a]99	46	20	[a]66	[a]36
96	6616	Moylough, .	Moylough, . f.		R.C.	–	R.C.	–	113	113	–	78	78	46
97	6617	Boyounagh, .	Stonetown, . m.		R.C.	–	R.C.	144	–	144	78	–	78	24
98	6678	Do. . .	Glanamaddy, .		R.C.	–	R.C.	171	68	239	85	36	121	55
99	6702	Kilbegnet, .	Creggs, . .		R.C.	–	R.C.	107	102	209	67	63	130	81
100	6750	Ballynakill, .	Rossgray, . .		R.C.	–	R.C.	57	34	91	36	28	64	30
101	6812	Moylough, .	Mt.BellewBridge, f.		R.C.	–	R.C.	–	156	156	–	98	98	50
102	6813	Innishmore, .	Kilronayne, .		R.C.	–	R.C.	110	71	181	77	42	119	62
103	6848	Rahoon, . .	Barna, . f.		R.C.	–	R.C.	–	143	143	–	70	70	33
104	6892	Killimordaly, .	Brackloon, . .		R.C.	–	R.C.	55	68	123	37	40	77	27
105	6893	Ballindoon, .	Derrygimla, .		R.C.	–	R.C.	125	54	179	64	35	99	63
106	6923	Omey, . .	Kingstown, . .		R.C.	–	R.C.	56	36	92	40	21	61	31
107	6924	Kilcummin, .	Collinamuck, .		R.C.	–	R.C.	95	49	144	48	23	71	36
108	6925	Omey, . .	Claddaghduff, m.		R.C.	–	R.C.	129	–	129	86	–	86	39
109	6938	Ross, . .	Leenane, . .		R.C.	–	R.C.	52	43	95	32	30	62	32
110	6951	Killyan, . .	Cappagh, . .	v.c.	–	R.C.	R.C.	76	53	129	41	31	72	42
111	7014	Lackagh, . .	Lackagh, . .		R.C.	–	R.C.	85	59	144	55	39	94	47
112	7092	Moylough, .	Coolue, . .		R.C.	–	R.C.	80	50	130	61	41	102	49
113	7107	Ballynacourty, .	Gurrane, . m.		R.C.	–	R.C.	86	–	86	56	–	56	30
114	7172	Killursa, . .	Ower, . . .		–	R.C.	R.C.	65	70	135	46	51	97	54
115	7193	Moyruss, . .	Murvey, . .	v.c.	–	R.C.	R.C.	117	49	166	66	26	92	45
116	7194	LowerBallinakill,	Deroober, . .	v.c.	R.C.	–	R.C.	131	104	235	90	74	164	90
117	7213	Donaghpatrick,.	Cahiralistrane, .		–	R.C.	R.C.	99	70	169	57	46	103	39
118	7261	Bullaun, .	Bullaun, . .		R.C.	–	R.C.	68	74	142	51	56	107	41
119	7285	Eyrecourt, .	Eyrecourt, . .		R.C.	–	R.C.	120	90	210	54	36	90	43
120	7325	Killannin, .	Fahy, . . .		R.C.	–	R.C.	83	59	142	46	33	79	38
121	7342	Dunmore, .	Dunmore, . m.		R.C.	–	R.C.	184	–	184	102	–	102	56
122	7368	Ballynakill, .	Letterfrack, .		R.C.	–	R.C.	127	121	248	68	61	129	63
123	7395	Dunmore, .	Ballinlass, . .		–	R.C.	R.C.	81	37	118	52	27	79	43
124	7396	Ross, . .	Clonbur, . m.		R.C.	–	R.C.	130	–	130	73	–	73	29
125	7455	Killeroran, .	Ballygar, . m.	v.c.	–	E.C.	R.C.	98	–	98	65	–	65	38
126	7456	Do. . .	Do. . . f.	v.c.	–	E.C.	R.C.	–	96	96	–	69	69	34
127	7459	Killimordaly, .	Attymon, . f.		R.C.	–	R.C.	–	74	74	–	64	64	33
128	7500	Athenry, . .	Newcastle, . m.		R.C.	–	R.C.	87	–	87	78	–	78	36
129	7501	Do. . .	Do. . . f.		R.C.	–	R.C.	–	81	81	–	66	66	34
130	7551	Killeenavara & Drumacoo,	Ballinderreen, m.	v.c.	R.C.	–	R.C.	90	–	90	56	–	56	29
131	7552	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	114	114	–	78	78	39
132	7559	Cross, . .	Maam, . .		R.C.	–	R.C.	59	43	102	37	33	70	30
133	7629	Kiltullagh, .	Kiltullagh, . .		R.C.	–	R.C.	66	42	108	32	21	53	22
134	7663	Ballynacourty, .	Gurrane, . f.		R.C.	–	R.C.	–	70	70	–	50	50	25
135	7707	Do. . .	Carramore, m.	v.c.	–	R.C.	R.C.	113	–	113	73	–	73	33
136	7724	Do. . .	Do. . . f.	v.c.	–	R.C.	R.C.	–	104	104	–	63	63	33
137	7829	Ballymacward, .	Liscune, . m.		R.C.	–	R.C.	98	–	98	74	–	74	28
138	7830	Do. . .	Do. . . f.		R.C.	–	R.C.	–	81	81	–	51	51	28
139	7831	Abbeygormacan,	Mullagh, . f.		R.C.	–	R.C.	–	74	74	–	48	48	20
140	7886	Boyounagh, .	Stonetown, . f.		R.C.	–	R.C.	–	76	76	–	62	62	24
141	7920	Clare Galway, .	Clare Galway, m.		R.C.	–	R.C.	107	–	107	66	–	66	30
142	7924	Do. . .	Killian, . m.	v.c.	–	R.C.	R.C.	117	–	117	85	–	85	43
143	7980	Fohonagh, .	Fohonagh, . .		R.C.	–	R.C.	45	68	113	31	49	80	43
144	8039	Meenlagh & Killascoole,	Meenlagh, . m.		R.C.	–	R.C.	159	–	159	106	–	106	47
145	8040	Do. . .	Do. . . f.		R.C.	–	R.C.	–	133	133	–	71	71	38
146	8173	Clonfert, . .	Clonfert, . .		R.C.	–	R.C.	87	62	149	45	40	85	35
147	8203	Annaghdown, .	Carrabeg, . f.		R.C.	–	R.C.	–	199	199	–	112	112	57
148	8226	Athenry, . .	Athenry, . m.		R.C.	–	R.C.	113	–	113	108	–	108	63
149	8227	Do. . .	Do. . . f.		R.C.	–	R.C.	–	157	157	–	134	134	70
150	8248	Clonberne, .	Lerhin, . .		R.C.	–	R.C.	62	109	171	37	58	95	52
151	8249	Moylough, .	Moylough, . m.		R.C.	–	R.C.	116	–	116	72	–	72	47
152	8264	Clonfert, . .	Esker,No.2,day,m.		–	R.C.	R.C.	76	–	76	47	–	47	31
			Do. . . evg.		–	–	–	37	–	37	22	–	22	14
153	8265	Do. . .	Do. . . f.		–	R.C.	R.C.	–	62	62	–	42	42	23

[a] Residence free

[b] Residence and garden free.

1863.—Province of Connaught: County of Galway—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
29	33	12	14	5	93	10·3	1 11 3	—	1 10 0	34 10 0	6 15 2	—	[a]6 15 2	
20	21	28	10	5	84	10·4	1 12 2	—	3 0 0	16 0 0	2 4 6	—	2 4 6	
85	28	17	8	8	146	9·2	0 13 3	—	—	18 0 0	3 17 5	—	3 17 5	
–	–	–	–	–	–	–	—	1 10 0	—	15 15 0	—	—	—	
32	26	20	11	11	100	–	0 11 3	—	—	27 0 0	5 10 0	5 0 0	10 10 0	
31	18	15	13	4	81	11·1	1 3 4	—	—	13 15 0	2 6 0	—	2 6 0	
54	34	49	30	3	170	9·7	2 17 6	—	—	45 0 0	5 6 4	—	5 6 4	
56	60	20	18	6	160	9·9	2 9 6	—	—	39 10 0	9 17 4	—	9 17 4	
38	15	12	–	–	65	9·7	0 10 0	—	—	15 0 0	—	1 0 0	1 0 0	
60	32	17	5	9	123	10·	5 5 11	—	1 0 0	31 3 4	3 4 3	—	3 4 3	
20	38	33	23	19	133	10·4	1 11 3	—	2 0 0	58 5 0	8 19 9	—	8 19 9	
43	12	13	13	–	81	8·8	0 14 3	—	1 0 0	31 10 0	1 0 6	0 5 0	1 5 6	
54	17	16	2	–	89	9·	—	1 10 0	—	24 13 4	—	—	[a]—	
72	45	15	8	4	144	9·	2 4 11	—	1 0 0	30 6 8	2 13 3	—	2 13 3	
40	14	11	6	–	71	7·9	—	—	—	21 17 6	—	—	—	
30	23	13	9	–	75	9·	0 10 0	—	1 0 0	18 0 0	2 15 9	—	[a]2 15 9	
48	24	15	9	3	99	10·1	0 11 2	—	1 0 0	26 3 4	0 7 6	—	0 7 6	
30	23	14	5	3	75	9·8	1 6 8	1 10 0	—	21 1 8	1 4 0	7 0 0	[a]8 4 0	
55	30	23	3	–	111	10·5	0 5 1	—	—	18 0 0	4 14 0	—	4 14 0	
44	31	21	15	–	111	10·1	0 13 6	1 10 0	—	41 3 4	6 13 11	—	6 13 11	
30	36	18	12	10	106	11·	1 7 6	1 17 6	—	26 1 8	4 0 0	—	4 0 0	
22	30	5	4	1	62	9·6	0 18 7	1 10 0	2 10 0	39 13 4	1 0 0	—	1 0 0	
28	38	18	16	5	105	9·5	1 1 1	1 17 6	2 10 0	42 10 0	5 4 0	—	[b]5 4 0	
50	21	8	7	–	86	11·7	1 16 8	1 10 0	4 10 0	30 13 4	—	—	[a]—	
42	68	32	9	14	165	9·8	1 8 6	—	—	65 10 0	13 6 5	1 0 0	[a]14 6 5	
44	28	11	4	8	95	9·5	2 3 11	—	—	29 15 0	4 5 7	—	4 5 7	
51	43	26	6	–	126	10·7	0 10 3	—	—	20 0 0	0 10 0	4 0 0	[a]4 10 0	
64	33	11	11	7	126	12·5	3 4 1	—	—	20 0 0	10 16 0	1 0 0	[a]11 16 0	
54	28	14	12	3	111	9·	—	—	—	15 0 0	1 0 0	—	1 0 0	
35	55	23	11	–	124	10·3	2 2 4	4 6 0	3 0 0	24 0 0	11 12 9	—	11 12 9	
104	30	18	12	–	164	10·5	1 0 9	—	1 0 0	36 17 9	0 15 0	—	0 15 0	
15	38	14	12	8	87	10·9	0 14 6	—	—	28 0 0	8 0 0	2 0 0	10 0 0	
53	23	6	6	7	95	9·6	0 19 3	—	—	18 0 0	0 6 6	—	0 6 6	
34	15	12	2	3	66	10·2	0 10 2	—	1 0 0	27 10 0	3 3 8	—	3 3 8	
48	14	6	2	4	74	10·6	0 9 10	1 10 0	1 0 0	20 0 0	3 14 7	—	3 14 7	
40	13	8	8	–	69	11·	—	—	—	16 0 0	0 17 10	—	0 17 10	
23	25	21	10	4	83	10·9	1 0 4	—	1 10 0	33 15 0	3 0 0	—	3 0 0	
27	29	13	7	5	81	–	0 14 5	—	—	16 0 0	2 0 0	—	2 0 0	
28	12	10	11	7	68	10·8	0 19 1	—	—	33 15 0	4 9 0	—	4 9 0	
33	21	24	13	4	95	9·7	2 0 7	—	4 0 0	32 13 4	5 14 10	—	5 14 10	
47	24	12	5	2	90	9·7	0 10 3	1 10 0	—	22 8 4	2 0 0	7 0 0	[a]9 0 0	
18	17	13	4	–	52	13·	0 11 3	1 10 0	—	12 10 0	1 3 4	—	1 3 4	
27	11	3	7	–	48	9·	—	1 10 0	—	17 1 1	—	—	—	
25	37	–	7	7	76	10·	1 3 8	—	—	28 0 0	1 11 4	—	1 11 4	
22	20	9	10	–	61	8·5	0 14 5	—	—	26 0 0	0 12 6	—	0 12 6	
37	33	6	4	3	83	–	0 10 9	1 10 0	0 15 0	26 6 8	1 9 6	4 0 0	5 9 6	
25	14	7	4	7	57	10·5	0 8 0	1 10 0	—	20 0 0	2 8 2	—	2 8 2	
25	10	10	8	–	53	10·7	—	1 10 0	—	30 0 0	1 12 6	—	1 12 6	
31	29	2	6	1	69	9·3	—	—	—	15 4 5	2 6 8	—	2 6 8	
31	19	13	7	–	70	9·9	0 19 9	—	—	11 10 0	0 4 4	—	0 4 4	
42	33	13	7	–	95	9·7	0 15 3	—	—	24 0 0	2 6 8	—	2 6 8	
56	26	12	5	5	104	9·	0 14 7	—	—	34 0 0	1 8 9	—	1 8 9	
61	44	13	15	2	135	10·	1 0 3	—	1 0 0	28 10 0	0 4 6	—	0 4 6	
44	29	13	5	4	95	9·5	1 2 6	—	1 0 0	20 0 0	—	5 0 0	5 0 0	
56	39	12	11	1	119	12·	0 10 3	—	—	24 11 8	5 2 6	—	5 2 6	
84	27	14	6	–	131	4·6	—	—	—	27 0 0	0 13 5	3 1 6	3 14 11	
45	23	24	11	10	113	11·3	1 8 9	—	4 10 0	40 13 4	6 14 10	—	6 14 10	
51	45	19	11	9	135	8·6	0 15 8	—	1 10 0	34 10 0	4 16 7	—	4 16 7	
59	33	18	21	5	136	9·7	0 18 3	—	—	18 0 0	2 0 0	—	2 0 0	
30	22	16	14	14	96	9 2	1 9 1	—	2 10 0	36 6 8	8 0 0	—	8 0 0	
17	17	16	6	6	62	10·	0 19 3	1 14 6	1 0 0	41 8 4	3 0 0	7 10 0	[a]10 10 0	
–	7	8	6	–	21	15·				—	2 7 6	—	2 7 6	
22	18	3	9	6	53	9·2	—	—	—	25 0 0	2 7 4	2 10 0	[a]4 17 4	

[a] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
154	8266	Templetogher,	Farm,		–	R.C.	R.C.	208	156	364	57	43	100	35
155	8297	Ballyovey,	Threen,		R.C.	–	R.C.	34	37	71	24	28	52	28
156	8360	Ross,	Clonbur, f.		R.C.	–	R.C.	–	109	109	–	72	72	25
157	8379	Do.	Gortanumera,	v.c.	R.C.	–	R.C.	102	100	202	67	64	131	65
158	8380	Do.	Kylemore,[c]	v.c.	E.C.	–	–	–	–	–	–	–	–	–
159	8429	Clonbern,	Mahanagh,		R.C.	–	R.C.	75	63	138	42	40	82	45
160	8446	Do.	Tullokyne,	v.c.	R.C.	E.C.	R.C.	69	43	112	24	16	40	17
161	8455	Killuroa,	Headford,		R.C.	–	R.C.	382	315	697	213	164	377	230
162	8510	Ballinakill,	Shragh, m.		R.C.	–	R.C.	95	–	95	71	–	71	38
163	8511	Do.	Do. f.		R.C.	–	R.C.	–	87	87	–	62	62	31
164	8512	Killimore,	Killimore, m.		R.C.	–	R.C.	113	–	113	72	–	72	35
165	8513	Do.	Do. f.		R.C.	–	R.C.	–	148	148	–	81	81	38
166	8580	Annaghdown,	Castlehackett, f.		–	E.C.	R.C.	–	63	63	–	54	54	36
167	8594	Monivea,	Monivea, f.		–	E.C.	R.C.	–	65	65	–	49	49	28
168	8602	Kilconnell,	Kilconnell, m.		R.C.	–	R.C.	110	–	110	68	–	68	32
169	8603	Do.	Do. f.		R.C.	–	R.C.	–	74	74	–	51	51	25
170	8716	Omey,	Aughrusmore, f.		R.C.	–	R.C.	–	106	106	–	87	87	33
171	8756	Aughrim,	Aughrim, f.		R.C.	–	R.C.	–	101	101	–	74	74	34
172	8770	Omey,	Cleggan,		–	R.C.	R.C.	58	50	108	44	34	78	47
173	8771	Kilmacduagh,	Killomoran,[d]		R.C.	–	–	–	–	–	–	–	–	–
174	8775	Kilcummin,	Glann,		R.C.	–	R.C.	49	32	81	34	28	62	37
175	8799	Oranmore,	Menlough, m.	v.c.	–	E.C.	R.C.	7	–	7	4	–	4	2
176	8800	Do.	Do. f.	v.c.	–	E.C.	R.C.	7	3	10	7	3	10	5
177	8811	Ballinrobe,	Killetiane,		R.C.	–	R.C.	55	43	98	37	32	69	34
178	8819	Kilkerrin,	Shankill,		–	R.C.	R.C.	82	49	131	21	34	55	32
179	8870	Omey,	Omey Island,		R.C.	–	R.C.	34	27	61	28	23	51	31
180	8899	Dunmore,	Dunmore, f.		R.C.	–	R.C.	–	243	243	–	129	129	67
181	8905	Killosolan,	Castlefrench,		R.C.	–	R.C.	105	101	206	66	67	133	51
182	8906	Kiltartan,	Kiltartan,		R.C.	–	R.C.	72	47	119	33	19	52	25
183	8919	Ballynacourty,	Tawin,		R.C.	–	R.C.	15	22	37	14	18	32	22
184	8933	Killian,	Killian, f.	v.c.	–	R.C.	R.C.	–	104	104	–	68	68	28
185	8942	Tyranascragh,	Tyranascragh, m.		R.C.	–	R.C.	121	–	121	75	–	75	36
186	8943	Do.	Do. f.		R.C.	–	R.C.	–	96	96	–	61	61	29
187	8958	Kilmoylan,	Annagh, f.		–	R.C.	R.C.	–	124	124	–	95	95	38
188	8965	Templetogher,	Williamstown,		R.C.	–	R.C.	155	72	227	70	37	107	37
189	9056	Kilquain,	Raheen,		–	R.C.	R.C.	94	53	147	47	23	70	34
190	9057	Cummer,	Ballinderry, m.		–	R.C.	R.C.	120	–	120	84	–	84	43
191	9058	Do.	Do. f.		–	R.C.	R.C.	–	101	101	–	63	63	26
192	9069	Lackagh,	Bawnmore, m.		–	E.C.	R.C.	113	–	113	73	–	73	33
193	9070	Do.	Do. f.		–	E.C.	R.C.	–	106	106	–	72	72	31
194	9102	Dunmore,	Shanballymore,		R.C.	–	R.C.	74	75	149	49	47	96	49
195	9112	Ballindoon,	Errislannan,		R.C.	–	R.C.	48	41	89	29	30	59	45
196	9113	Rahoon,	Bushy Park, f.		R.C.	–	R.C.	–	67	67	–	47	47	28
197	9139	Dunmore,	Flaska,		R.C.	–	R.C.	70	42	112	50	28	78	39
198	9197	Ballynakill,	Abbey of Kilmalahan,		R.C.	–	R.C.	54	65	119	41	56	97	57
199	9251	Dunmore,	Garrafrauns,		R.C.	–	R.C.	73	40	113	58	29	87	52
200	9252	Killeen,	Killeen, m.		R.C.	–	R.C.	79	–	79	65	–	65	60
201	9253	Do.	Do. f.		R.C.	–	R.C.	–	51	51	–	44	44	36
			Total of Ordinary Schools, 201,					13,902	11,512	25,414	8,645	7,443	16,088	8,094
			MODEL, AGRICULTURAL, MONASTIC, CONVENT, POOR LAW UNION, AND PRISON SCHOOLS.											
1	6212	Rahoon,	GalwayDistMod.m.	v.c.	–	Commrs. of N. E.	R.C.	291	–	291	114	–	114	79
2	6213	Do.	Do. f.	v.c.	–		R.C.	–	101	101	–	48	48	36
3	6214	Do.	Do. i.	v.c.	–		E.C.	72	72	144	38	38	76	57
4	1320	Ballynakill,	Ballynakill 1st Class Agric.	A.	–	R.C.	R.C.	115	–	115	79	–	79	33
5	4216	Annadown,	Castle Hackett, do.		–	E.C.	R.C.	87	–	87	73	–	73	43
6	1645	Kinvara,	KinvaraOrd.Ag. m.	A.	–	R.C.	R.C.	192	–	192	117	–	117	65

[a] Residence free.

[b] Residence and garden free.

1863.—Province of Connaught: County of Galway—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
63	14	14	13	–	104	10·4	1 18 3	—	—	15 0 0	—	—	—	
39	6	4	10	–	59	8·6	—	1 10 0	—	14 10 0	1 0 0	—	1 0 0	
48	21	10	6	–	85	9·7	0 7 5	1 10 0	—	26 0 0	—	—	—	
52	55	11	8	–	126	10·3	2 14 8	—	—	31 5 0	4 18 4	—	4 18 4	
–	–	–	–	–	–	–	—	—	—	3 6 8	—	—	—	
40	41	14	9	5	109	10·	1 18 8	1 10 0	2 0 0	32 10 0	3 16 0	—	[a]3 16 0	
22	13	4	–	–	39	9·5	—	—	—	24 0 0	—	10 10 0	10 10 0	
121	126	72	74	27	420	8·9	30 12 0	—	4 0 0	99 18 4	14 14 10	—	14 14 10	
27	27	12	7	1	74	9·4	1 15 2	—	—	25 13 4	4 8 6	—	4 8 6	
21	23	16	6	1	67	9·4	1 4 3	—	1 10 0	20 0 0	2 16 2	—	2 16 2	
41	28	13	4	3	89	10·7	—	—	—	27 13 4	4 15 0	—	4 15 0	
39	25	20	10	6	100	10·4	1 4 3	—	3 10 0	31 13 4	6 19 5	—	6 19 5	
37	13	5	8	–	63	9·	1 6 7	—	—	6 0 0	1 6 4	—	1 6 4	
19	22	8	3	2	54	9·	0 10 0	—	1 0 0	20 0 0	2 9 11	6 0 0	8 9 11	
32	21	13	8	8	82	12·	0 12 0	—	—	17 15 0	3 15 0	—	3 15 0	
19	8	4	12	5	48	9·6	0 13 7	—	—	16 0 0	2 17 0	—	2 17 0	
57	17	9	6	–	89	10·2	0 10 3	—	—	10 10 0	0 19 11	—	[a]0 19 11	
36	27	11	9	–	83	10·	0 11 10	—	—	24 0 0	1 9 1	4 0 0	5 9 1	
57	29	12	2	–	100	9·6	0 13 7	—	—	25 8 4	0 19 0	0 10 0	[a]1 9 0	
–	–	–	–	–	–	–	—	—	—	3 15 0	—	—	—	
26	13	14	15	–	68	10·2	—	—	1 10 0	25 13 4	2 1 10	—	[b]2 1 10	
6	–	1	–	–	7	8·5	—	5 14 9	—	4 13 4	—	—	—	
7	–	3	–	–	10	9·1	—	5 14 9	—	10 0 0	—	7 0 0	7 0 0	
35	8	–	7	–	50	8·9	—	5 0 0	—	10 10 0	—	—	—	
43	18	7	–	–	68	9·6	0 13 3	—	—	15 7 6	1 3 0	—	1 3 0	
36	6	2	4	–	48	9·6	0 13 4	—	—	15 0 0	—	—	—	
91	49	15	10	–	165	9·	5 8 0	0 19 0	—	31 6 8	9 0 0	—	9 0 0	
85	47	17	9	–	158	10·3	0 18 3	—	—	25 10 0	2 2 5	1 0 0	3 2 5	
20	29	11	6	–	66	9·	—	—	—	18 15 0	4 10 0	—	4 10 0	
1	13	12	5	–	31	10·3	1 0 3	—	—	15 0 0	4 15 1	—	4 15 1	
42	20	11	3	–	76	8·5	0 12 3	—	—	12 8 10	1 6 0	—	1 6 0	
34	22	12	6	5	79	12·8	—	—	—	15 0 0	4 16 10	—	4 16 10	
24	27	10	4	1	66	10·	0 15 9	—	—	14 0 0	4 4 1	—	4 4 1	
26	32	18	4	6	86	9·5	1 14 5	—	—	25 5 0	—	10 0 0	10 0 0	
95	50	13	9	3	170	12·	1 8 5	—	—	32 0 0	4 0 0	—	4 0 0	
27	34	29	8	5	103	9·7	1 14 7	4 10 0	—	17 10 0	—	—	—	
69	24	14	5	–	112	10·1	0 15 7	4 0 2	—	16 10 0	5 16 0	—	5 16 0	
63	14	8	1	1	87	9·2	0 15 4	4 0 2	—	12 16 8	3 10 0	—	3 10 0	
57	33	9	7	4	110	9·7	3 7 6	4 0 0	—	21 6 8	5 0 0	—	[a]5 0 0	
55	33	5	6	1	100	8·6	2 13 6	4 0 0	—	13 6 8	—	—	—	
91	46	12	–	–	149	9·	0 11 6	5 0 0	—	11 0 0	6 10 0	—	6 10 0	
61	20	7	–	–	88	8·9	1 17 3	4 0 0	—	10 0 0	2 4 0	—	2 4 0	
39	14	8	–	–	61	8·5	—	4 0 0	—	10 0 0	0 10 7	—	0 10 7	
40	54	7	4	–	105	10·3	0 13 4	5 19 0	—	8 15 0	2 5 0	—	2 5 0	
77	25	15	–	2	119	8·7	2 0 2	4 10 0	—	9 10 0	1 12 5	—	1 12 5	
35	45	21	12	–	113	10·	—	—	—	—	3 15 0	—	3 15 0	
45	19	–	15	–	79	9·5	—	—	—	—	—	0 10 0	[a]0 10 0	
36	8	–	7	–	51	9·	—	—	—	—	—	—	—	
7,903	5,187	2,749	1,739	674	18,252		240 9	123 13 4	152 0 0	5,216 16 5	597 13 4	197 11 6	795 4 10	
–	45	31	22	44	142	11·5								
–	10	17	9	18	54	12·	25 15 9	45 17 8	—	822 16 6	110 14 8	—	110 14 8	
39	34	9	–	–	82	6·4								
34	18	15	8	2	77	9·9	1 8 11	—	1 0 0	48 0 0	2 9 0	5 0 0	7 9 0	
36	21	8	22	–	87	9·6	0 19 2	—	—	6 0 0	1 7 6	3 0 0	[a]4 7 6	
50	37	32	15	12	146	10·9	2 12 9	—	5 0 0	68 5 0	6 13 8	0 12 6	7 6 2	

[c] School temporarily closed.

[d] School closed greater part of year.

I.—List of Schools in operation on the 31st December,

MODEL, AGRICULTURAL, MONASTIC, CONVENT,

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
7	3842	Clonkeen, .	Clonkeen Kerrill Ord. Ag.		–	R.C	R.C.	54	26	80	34	18	52	31
8	1016	St. Nicholas, .	GalwayMonastic,m.		R.C.	–	R.C.	945	–	945	573	–	573	407
9	1011	Loughrea, .	LoughreaConvent,f[b]	v.t.	–	–	–	–	–	–	–	–	–	–
10	1013	Rahoon, . .	Rahoon do.	v.t.	–	R.C.	R.C.	–	644	644	–	490	490	380
11	4515	St. Nicholas, .	Newtownsmith do.		R.C.	–	R.C.	–	899	899	–	599	599	353
12	6613	Do. . .	St. Nicholas's do.		R.C.	–	R.C.	–	718	718	–	342	342	203
13	6632	Loughrea, .	St. Vincent's do.		R.C.	–	R.C.	82	311	393	66	271	337	259
14	6839	Kilcloony, .	Ballinasloe do.		R.C.	–	R.C.	166	477	643	118	377	495	325
15	8195	Kilmacduagh, .	Gort, No. 2 do.		–	R.C.	R.C.	120	317	437	111	303	414	272
16	8322	Kilcummin, .	Oughterard do.		–	R.C.	R.C.	–	368	368	–	272	272	154
17	8795	Oranmore, .	Oranmore do.		–	R.C.	R.C.	–	283	283	–	227	227	189
18	3365	Rahoon, . .	Galway Workhouse,	Poor Law Guardians.	–		R.C.	78	67	[c]145	52	45	[c] 97	[c]86
19	3366	Loughrea, .	Loughrea do.		–		R.C.	51	41	92	31	23	54	37
20	3379	Beagh, . .	Gort do.		–		R.C.	42	36	78	28	21	49	32
21	5323	Omey, . .	Clifden do.		–		R.C.	37	28	65	18	15	33	25
22	5448	Tuam, . .	Tuam do.		–		R.C.	94	92	186	51	52	103	61
23	5992	Kilcummin, .	Oughterard do.		–		R.C.	40	16	56	22	11	33	27
24	6568	Moylough, .	Mountbellew do.		–		R.C.	32	39	71	24	32	56	46
25	6733	Boyounagh, .	Glenamaddy do.		–		R.C.	68	71	139	42	48	90	62
26	6734	Lickmolassy, .	Portumna do.		–		R.C.	37	52	89	23	27	50	39
27	7019	Kilcloony, .	Ballinasloe do.		–		E.C.	35	31	66	24	20	44	42
28	3567	Loughrea, .	Galway Co. Prison,		Gov.o	fGaol	R.C.	30	–	[c]30	20	–	[c]20	[c]17
29	3800	St. Nicholas, .	Do. Town do.		R.C.	–	R.C.	74	–	74	13	–	13	10
			Total of Special Schools, 29, .					2,742	4,689	7,431	1,671	3,279	4,950	3,370
			Grand Total for Co. Galway, 230, .					16,644	16,201	32,845	10,316	10,722	21,038	11,464

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	1024	Kiltoghert, .	Jamestown, . m.		R.C.	–	R.C.	155	–	155	106	–	106	53
2	1025	Do. . .	Cratty, . .		R.C.	–	R.C.	56	43	99	44	31	75	35
3	1026	Do. . .	Drumkeelan More,	v.t.	R.C.	–	R.C.	69	67	136	49	39	88	38
4	1028	Kiltubbrid, .	Moherreavogagh, .		R.C.	–	R.C.	79	88	167	51	66	117	60
5	1030	Do. . .	Liscarban, . .	v.t.	R.C.	–	R.C.	117	–	117	83	–	83	36
6	1209	Carrigallen, .	Beaghmore, . .	v.t.	R.C.	–	R.C.	113	91	204	71	60	131	74
7	1217	Anaduff, . .	Lisduff, No. 1, m.	B.	R.C.	–	R.C.	116	–	116	82	–	82	36
8	1335	Do. . .	Drumsna, . m.	v.t.	–	R.C.	R.C.	106	–	106	68	–	68	31
9	1340	Fenagh, . .	Cornagon, . .	v.t.	R.C.	–	R.C.	76	51	127	53	42	95	31
10	1341	Rossinver, .	Loughmuirran, .	v.t.	R.C.	–	R.C.	75	56	131	50	34	84	41
11	1406	Kiltoghert, .	Corderry, . .	v.t.	R.C.	–	R.C.	61	56	117	44	41	85	35
12	1408	Oughteragh, .	Pottore, . m.	v.t.	R.C.	–	R.C.	79	–	79	54	–	54	24
13	1409	Do. . .	Derrinkeher, .	v.t.	–	E.C.	R.C.	80	83	163	60	60	120	64
14	1648	Cloone, . .	Corduff, . .	v.t.	R.C.	–	R.C.	130	120	250	80	71	151	67
15	1649	Cloonclare, .	Kiltyclogher, m.	A.	–	E.C.	R.C.	113	–	113	70	–	70	37
16	1751	Do. . .	Loughros, . .	v.t.	R.C.	–	R.C.	113	80	193	57	44	101	42
17	1823	Kiltoghert, .	Jamestown, . f.		R.C.	–	R.C.	–	147	147	–	101	101	53
18	1829	Mohill, . .	Eskeragh, . .	B.	–	E.C.	R.C.	39	64	103	36	54	90	29
19	2178	Killanummery, .	Killavoggy, . .	A.	R.C.	–	R.C.	67	57	124	40	31	71	32
20	2285	Kiltoghert, .	Lisduff, No. 2, m.		R.C.	–	R.C.	55	62	117	29	29	58	29
21	2354	Anaduff, . .	Drumsna, . f.	v.t.	R.C.	–	R.C.	–	114	114	–	73	73	32
22	2364	Cloonclare, .	Kiltyclogher, f.	A.	–	E.C.	R.C.	–	69	69	–	47	47	25
23	2415	Cloone, . .	Farnaght, . m.	v.t.	–	E.C.	E.C.	153	–	153	101	–	101	44
24	2430	Oughteragh, .	Pottore, . f.	v.t.	R.C.	–	R.C.	–	72	72	–	52	52	32
25	2820	Do. . .	Ballinamore, m.	v.t.	–	E.C.	R.C.	121	–	121	71	–	71	35

[b] Residence free.

1863.—Province of CONNAUGHT: County of GALWAY—*continued.*

POOR LAW UNION, AND PRISON SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
23	17	7	–	10	57	10·	1 1 0	—	—	47 15 0	3 4 5	10 0 0	13 4 5
262	143	119	53	62	639	–	12 10 3	—	—	113 0 0	—	—	—
–	–	–	–	–	–	–	—	—	—	—	—	—	—
205	152	103	67	43	570	9·	18 2 0	—	24 10 0	135 8 9	—	—	—
325	124	77	59	45	630	8·8	10 0 9	—	24 0 0	129 7 6	70 5 6	—	70 5 6
350	56	23	15	14	458	6·7	3 19 11	—	6 10 0	68 1 8	—	—	—
206	66	36	26	21	355	9·4	12 9 5	—	20 10 0	104 16 8	—	—	—
337	95	100	5	15	552	6·1	12 19 5	—	22 5 0	102 10 0	3 16 2	—	3 16 2
256	99	50	29	3	437	8·7	7 7 8	—	9 15 0	79 0 0	2 6 3	—	2 6 3
174	32	37	9	6	258	7·1	2 3 1	3 0 0	3 10 0	50 18 4	3 3 0	—	3 3 0
164	41	26	17	12	260	7·9	9 14 7	4 6 3	8 0 0	65 3 4	—	—	—
–	–	–	–	–	–	–	6 5 1	—	2 0 0	—	—	—	—
55	6	3	–	–	64	7·7	1 0 0	—	—	—	—	—	—
35	14	4	2	1	56	9·8	1 7 7	—	2 10 0	—	—	—	—
21	5	3	3	–	32	8·2	—	1 10 0	3 0 0	—	—	—	—
60	27	10	3	5	105	9·3	0 15 0	1 10 0	—	—	—	—	—
30	4	3	–	–	37	7·5	0 17 9	—	3 0 0	—	—	—	—
33	16	4	7	3	63	8·8	2 0 3	1 10 0	4 0 0	—	—	—	—
72	16	5	9	–	102	9·	1 0 0	1 10 0	1 10 0	—	—	—	—
27	27	2	5	–	61	8·	0 18 7	2 9 8	—	—	—	—	—
18	9	5	7	6	45	6·8	3 0 8	1 10 0	5 0 0	—	—	—	—
–	–	–	–	–	–	–	—	—	—	—	—	—	—
6	2	7	10	–	25	2·3	—	—	—	—	—	—	—
2,818	1,116	736	402	322	5,394		138 9 7	63 3 7	146 0 0	1,841 2 9	204 0 2	18 12 6	222 12 8
10,721	6,303	3,485	2,141	996	23,646		378 18 4	186 16 11	298 0 0	7,057 19 2	801 13 6	216 4 0	1,017 17 6

LEITRIM—171 Schools.

30	42	22	8	12	114	11·6	2 11 3	—	5 0 0	63 10 0	2 2 0	—	[a]2 2 0
22	29	8	6	5	70	10·5	1 4 1	—	—	21 12 6	2 10 0	—	2 10 0
34	35	18	17	1	105	9·7	1 7 9	—	—	25 10 0	1 15 0	—	1 15 0
52	36	20	17	1	126	9·1	1 17 9	—	—	62 0 0	0 12 6	8 0 0	8 12 6
31	19	19	6	8	83	9·9	0 10 3	1 17 6	5 10 0	34 3 4	—	7 6 0	7 6 0
33	62	34	17	7	153	9·	2 11 7	—	3 0 0	41 11 8	7 2 0	5 0 0	12 2 0
32	35	14	7	3	91	10·2	1 0 8	—	—	34 3 4	1 9 11	6 10 0	7 19 11
35	30	11	5	2	83	9·5	0 19 8	—	—	24 3 4	2 3 0	—	2 3 0
59	29	12	14	–	114	9·	0 12 7	—	—	24 0 0	2 0 0	0 10 0	2 10 0
20	33	18	15	17	103	10·7	1 0 10	—	3 10 0	32 0 0	4 5 6	2 10 0	6 15 6
19	38	21	13	5	96	10·2	0 19 1	—	—	28 0 0	2 10 0	3 0 0	5 10 0
16	16	15	11	8	66	12·	0 7 0	1 10 0	5 10 0	33 16 8	2 10 0	—	2 10 0
34	45	27	21	8	135	10·1	1 8 1	—	2 10 0	70 1 8	3 6 10	—	[a]3 6 10
71	54	30	7	7	169	11·2	4 0 1	—	—	32 0 0	1 3 0	—	1 3 0
29	20	11	8	15	83	10·5	0 10 0	1 10 0	—	28 0 0	1 15 10	0 10 0	2 5 10
65	30	32	9	10	146	11·3	1 16 0	—	—	37 10 0	0 3 0	—	0 3 0
45	30	24	9	8	116	10·1	1 11 4	—	—	30 3 4	2 5 6	—	[a]2 5 6
48	26	22	4	3	103	11·5	—	—	—	2 6 8	0 4 0	—	0 4 0
31	29	10	13	9	92	10·	0 10 3	—	3 10 0	31 10 0	0 10 6	—	0 10 6
17	22	12	9	4	64	9·5	0 12 3	1 10 0	—	28 0 0	1 5 0	0 5 0	1 10 0
24	22	16	17	5	84	10·	1 4 7	—	—	26 0 0	1 12 0	—	1 12 0
24	13	7	8	5	57	7·9	0 10 0	1 10 0	—	20 0 0	1 3 10	—	1 3 10
47	27	23	11	4	112	11·9	1 14 8	—	—	32 0 0	1 0 0	—	1 0 0
12	25	7	4	7	55	11·	0 7 6	—	4 0 0	29 3 4	0 12 6	—	0 12 6
33	24	9	8	5	79	10·5	0 12 11	—	4 10 0	42 0 0	4 0 0	—	4 0 0

[b] Closed during year.

[c] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
26	2821	Oughteragh,	Ballinamore, f.	V.T.	–	E.C.	R.C.	–	107	107	–	68	68	38
27	2851	Kiltubbrid,	Garvagh, f.		R.C.	–	R.C.	–	119	119	–	98	98	37
28	3127	Cloonclare,	Manorhamilton,[c] m.		–	E.C.	–	–	–	–	–	–	–	–
29	3128	Do.	Do. f.		–	E.C.	R.C.	–	142	142	–	98	98	53
30	3219	Do.	Killea,	A.	–	E.C.	R.C.	37	38	75	21	21	42	24
31	3333	Inishmagrath,	Tarmon,		R.C.	–	R.C.	66	36	102	48	24	72	29
32	3639	Oughteragh,	Crumlin, m.		R.C.	–	R.C.	92	–	92	63	–	63	29
33	3707	Anaduff,	Anaduff, m.		R.C.	–	R.C.	112	–	112	90	–	90	47
34	3724	Killasnet,	Brackary-beg,		R.C.	–	R.C.	93	57	150	61	39	100	51
35	3736	Rossinver,	Buckode,		–	E.C.	R.C.	65	36	101	44	27	71	41
36	3763	Do.	Tullaghan,		R.C.	–	R.C.	62	64	126	41	40	81	40
37	3796	Oughteragh,	Clogher,		–	E.C.	R.C.	70	42	112	50	29	79	30
38	3857	Carrigallen,	Drumeela, m.		R.C.	–	R.C.	98	–	98	63	–	63	19
39	3871	Kiltubbrid,	Crummy,		R.C.	–	R.C.	73	51	124	64	46	110	43
40	3943	Cloone,	Drumadorn, f.	V.T.	–	E.C.	R.C.	–	168	168	–	103	103	35
41	4097	Rossinver,	Ballaghameehan,		R.C.	–	R.C.	96	–	96	59	–	59	30
42	4298	Anaduff,	Anaduff, f.		R.C.	–	R.C.	–	125	125	–	91	91	43
43	4329	Oughteragh,	Crumlin, f.		R.C.	–	R.C.	–	81	81	–	62	62	27
44	4351	Kiltoghert,	Drumduff,		–	E.C.	E.C.	81	47	128	46	31	77	27
45	4390	Rossinver,	Gannavagh,		R.C.	–	R.C.	73	40	113	39	25	64	26
46	4516	Carrigallen,	Carrigallen,		Pres.	–	Pres.	112	91	203	77	60	137	60
47	4552	Killarga,	Drumkeel,		R.C.	–	R.C.	50	33	83	35	23	58	35
48	4665	Drumreilly,	Carrow Allen,		–	E.C.	E.C.	55	69	124	48	54	102	44
49	4691	Do.	Urbal, m.		R.C.	–	R.C.	92	–	92	61	–	61	37
50	4824	Mohill,	Eslin, m.		R.C.	–	R.C.	132	–	132	97	–	97	49
51	4825	Do.	Do. f.		R.C.	–	R.C.	–	155	155	–	93	93	40
52	4905	Drumlease,	Cornalaghta,		R.C.	–	R.C.	94	73	167	67	44	111	60
53	5035	Killarga,	Killarga, f.		R.C.	–	R.C.	53	53	106	42	39	81	35
54	5036	Drumlease,	Drumlease,		R.C.	–	R.C.	59	57	116	36	40	76	36
55	5161	Inishmagrath,	Drumkeeran,		R.C.	–	R.C.	94	77	171	64	53	117	67
56	5212	Rossinver,	Edenvella,		R.C.	–	R.C.	109	69	178	61	40	101	47
57	5213	Fenagh,	Killyfinnan,		R.C.	–	R.C.	46	28	74	39	28	67	30
58	5294	Rossinver,	Askill,	V.C.	–	E.C.	R.C.	45	26	71	37	19	56	29
59	5320	Anaduff,	Lisduff, No. 1, f.	B.	R.C.	–	R.C.	–	99	99	–	68	68	34
60	5338	Killasnet,	Leckanrainey,		R.C.	–	R.C.	47	52	99	28	33	61	38
61	5339	Rossinver,	Tawly,		R.C.	–	R.C.	66	64	130	26	28	54	26
62	5352	Cloonclare,	Cullentragh,	V.C.	–	E.C.	R.C.	116	66	182	73	37	110	60
63	5403	Rossinver,	Drummans,		R.C.	–	R.C.	69	46	115	44	32	76	38
64	5462	Inishmagrath,	Lisacoghill,		R.C.	–	R.C.	65	60	125	35	33	68	35
65	5463	Do.	Kilbride,		R.C.	–	R.C.	59	46	105	39	28	67	38
66	5561	Killarga,	Tullynacross,		R.C.	–	R.C.	56	44	100	50	39	89	43
67	5563	Rossinver,	Aghanlish,		R.C.	–	R.C.	64	57	121	38	43	81	42
68	5684	Carrigallen,	Killygar, m.		–	E.C.	E.C.	59	60	119	49	47	96	52
69	5841	Rossinver,	Boyannagh,		–	E.C.	R.C.	52	37	89	37	27	64	33
70	5850	Inishmagrath,	Kilmore,		R.C.	–	R.C.	42	48	90	32	36	68	31
71	5922	Drumreilly,	Coralubber,		R.C.	–	R.C.	50	45	95	42	35	77	38
72	5983	Mohill,	Mohill, f.		R.C.	–	R.C.	–	140	140	–	82	82	54
73	6046	Killasnet,	Glasdrumman,		R.C.	–	R.C.	63	49	112	27	24	51	25
74	6079	Inishmagrath,	Tullyclevan,		R.C.	–	R.C.	56	50	106	40	33	73	33
75	6179	Kiltoghert,	Drumshambo,		R.C.	–	R.C.	138	106	244	83	76	159	97
76	6180	Drumreilly,	Gortahose, m.		R.C.	–	R.C.	88	76	164	75	61	136	45
77	6193	Cloone,	Bellageeher,		R.C.	–	R.C.	94	83	177	64	55	119	58
78	6194	Drumreilly,	Derradda,		R.C.	–	R.C.	171	102	273	111	55	166	70
79	6223	Carrigallen,	Drumoela, f.		R.C.	–	R.C.	–	72	72	–	60	60	30
80	6270	Drumreilly,	Urbal, f.		R.C.	–	R.C.	–	83	83	–	67	67	39
81	6338	Cloone,	Cloone,		R.C.	–	R.C.	84	77	161	57	53	110	49
82	6355	Killarga,	Mullaghduff, day,		R.C.	–	R.C.	76	52	128	59	38	97	38
			Do. evg.,		–	–	–	47	–	47	40	–	40	26
83	6356	Inishmagrath,	Shannon View,		R.C.	–	R.C.	56	42	98	41	31	72	33
84	6454	Do.	Moneenatieve,		R.C.	–	R.C.	74	56	130	50	43	93	42
85	6473	Carrigallen,	Druminshingore,		–	E.C.	E.C.	70	59	129	45	44	89	34
86	6562	Killarga,	Lugnaskeehan,		R.C.	–	R.C.	45	29	74	26	23	49	28
87	6590	Killanummery,	Friarstown,[c]		R.C.	–	–	–	–	–	–	–	–	–

[a] Residence free. [b] Residence and garden free.

1863.—Province of CONNAUGHT: County of LEITRIM—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
28	23	11	7	7	76	9·4	1 16 5	—	—	34 0 0	3 10 0	2 0 0	5 10 0	
40	38	6	11	3	98	9·7	0 17 7	—	—	32 10 0	0 8 0	1 0 0	1 8 0	
–	–	–	–	–	–	–	—	—	—	1 15 7	—	—	—	
33	28	27	13	11	112	9·5	—	—	—	36 3 4	3 3 6	—	3 3 6	
20	18	10	2	4	54	9·5	0 10 9	—	1 10 0	32 0 0	0 10 0	—	0 10 0	
40	23	13	6	4	86	12·	1 1 0	—	—	18 0 0	—	—	—	
21	30	4	7	2	64	11·6	0 10 3	—	—	18 0 0	4 0 8	—	4 0 8	
38	21	15	13	6	93	9·5	0 12 8	—	1 0 0	25 6 8	1 8 6	—	1 8 6	
39	49	21	17	3	129	10·6	2 2 6	—	—	27 16 8	4 6 0	—	4 6 0	
25	28	13	15	8	89	10·1	1 8 6	—	—	41 10 0	2 19 0	5 0 0	7 19 0	
44	14	12	21	7	98	9·1	1 11 0	—	—	36 7 6	—	—	—	
40	24	13	9	7	93	11·5	—	—	—	24 0 0	1 7 6	—	1 7 6	
33	18	6	9	2	68	10·	0 7 0	1 10 0	—	16 11 8	1 10 0	—	1 10 0	
57	24	19	14	4	118	10·7	—	1 17 6	3 0 0	32 0 0	2 0 6	—	2 0 6	
61	30	14	10	2	117	10·	0 14 9	—	1 0 0	29 10 0	1 9 5	—	1 9 5	
16	36	9	9	5	75	10·3	0 16 5	1 10 0	4 0 0	36 11 8	1 17 0	—	1 17 0	
34	22	12	11	6	85	9·4	1 0 0	—	—	23 0 0	2 10 7	—	2 10 7	
27	27	2	6	–	62	11·5	0 10 6	—	—	16 0 0	—	—	—	
33	15	18	13	–	79	10·	0 17 7	—	—	18 0 0	—	—	—	
27	42	9	8	4	90	9·4	1 2 3	—	—	18 0 0	1 14 6	—	1 14 6	
49	48	16	22	13	148	10·3	1 19 4	—	—	54 10 0	5 7 0	—	5 7 0	
16	17	14	8	5	60	9·3	1 4 3	—	3 5 0	27 11 8	2 7 9	—	2 7 9	
46	21	16	16	9	108	11·	1 6 10	—	4 0 0	32 0 0	—	3 0 0	3 0 0	
22	18	12	5	7	64	8·9	1 3 6	—	3 0 0	27 6 8	1 10 8	—	1 10 8	
45	17	14	11	16	103	11·1	0 10 10	—	—	35 3 4	2 16 6	—	2 16 6	
60	28	14	12	1	115	12·9	0 13 0	—	—	17 16 8	3 7 0	—	3 7 0	
37	39	25	26	9	136	10·	2 15 0	2 5 0	4 10 0	57 5 0	2 12 0	—	2 12 0	
37	26	17	8	2	90	9·1	0 10 6	—	—	16 0 0	2 11 6	—	2 11 6	
25	34	15	7	6	87	9·3	1 6 0	—	—	25 6 8	1 3 3	—	1 3 3	
35	36	39	18	12	140	9·8	4 0 8	—	3 0 0	52 15 0	9 0 4	—	9 0 4	
43	47	15	8	3	116	9·8	0 18 0	—	—	31 10 0	7 15 9	—	7 15 9	
36	16	11	2	2	67	12·	0 3 6	—	—	18 0 0	—	—	—	
19	8	17	7	7	58	9·8	0 11 1	—	1 10 0	38 10 0	2 2 4	5 15 0	7 17 4	
33	25	7	8	6	79	8·7	0 5 9	1 10 0	—	24 0 0	0 15 0	—	0 15 0	
23	30	9	9	2	73	8·5	0 10 3	1 10 0	2 0 0	22 0 0	1 1 0	—	1 1 0	
35	17	19	9	9	89	8·8	1 4 7	1 10 0	—	15 0 0	0 4 4	—	0 4 4	
45	40	15	24	24	148	10·2	2 0 6	—	4 0 0	45 0 0	5 3 0	6 0 0	11 3 0	
21	33	12	6	2	74	10·	0 16 4	1 10 0	—	26 0 0	0 1 6	—	0 1 6	
39	32	21	3	1	87	11·4	1 4 4	1 17 6	—	31 0 0	1 19 0	—	1 19 0	
30	21	17	6	10	84	9·	0 10 6	1 10 0	7 0 0	36 18 10	1 12 0	—	1 12 0	
23	19	31	12	8	93	9·1	1 7 11	1 17 6	4 10 0	45 11 8	2 5 2	—	2 5 2	
29	28	21	17	2	97	9·9	1 12 1	1 10 0	—	35 5 0	0 16 6	—	0 16 6	
41	26	19	15	1	102	9·6	1 15 1	—	7 0 0	47 10 0	—	3 0 0	[b]3 0 0	
23	10	20	15	5	73	11·3	1 2 11	—	—	38 3 4	1 17 0	5 0 0	6 17 0	
34	26	10	3	–	73	8·7	1 8 10	—	—	20 0 0	6 13 6	—	0 13 6	
30	27	11	8	2	78	9·	0 10 3	—	1 0 0	35 10 0	1 10 0	—	1 10 0	
33	31	16	10	11	101	9·6	1 8 6	—	16 10 0	37 3 4	3 13 11	—	3 13 11	
30	28	14	12	1	85	10·2	0 10 3	—	—	15 0 0	0 7 0	—	0 7 0	
32	29	11	11	8	91	10·	0 10 3	—	—	18 0 0	3 16 5	—	3 16 5	
55	41	40	24	13	173	9·2	1 15 9	—	1 0 0	56 10 0	5 19 7	1 16 0	7 15 7	
54	40	31	16	2	143	10·5	0 11 3	—	—	38 0 0	1 5 0	—	1 5 0	
75	33	25	13	7	153	9·9	2 3 2	—	—	25 0 0	5 3 9	—	5 3 9	
36	90	35	20	5	186	9·5	—	2 12 6	—	47 16 8	1 10 0	—	1 10 0	
22	18	8	7	5	60	11·	1 16 0	—	—	20 0 0	—	—	—	
15	22	21	9	5	72	9·	0 15 3	1 10 0	2 10 0	26 10 0	2 6 0	—	2 6 0	
55	41	12	8	5	121	10·5	1 0 6	1 17 6	—	15 0 0	3 18 6	—	3 18 6	
35	35	22	12	4	108	9·5	0 16 6	3 0 0	3 0 0	38 10 0	2 2 0	—	2 2 0	
5	8	13	16	5	47	14·5					1 16 9	—	1 16 9	
27	25	12	11	3	78	8·6	0 11 3	1 10 0	—	18 0 0	3 15 6	—	3 15 6	
35	29	22	14	4	104	9·1	1 12 2	—	9 10 0	44 5 0	1 15 6	—	1 15 6	
27	20	22	18	16	103	10·6	0 7 9	—	—	26 0 0	—	—	[c]—	
13	20	8	5	–	46	9·5	0 5 3	—	—	16 0 0	0 12 6	—	0 12 6	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	

[c] School temporarily closed.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
88	6614	Killasnet,	Kilroosk,		R.C.	–	R.C.	78	41	119	45	28	73	41
89	6680	Do.	Diffreen,		R.C.	–	R.C.	59	74	133	37	39	76	33
90	6704	Cloonclare,	Mullaun, f.		R.C.	–	R.C.	21	60	81	11	41	52	23
91	6705	Kiltoghert,	Carrick-on-Shan. m.		–	E.C.	R.C.	166	–	166	122	–	122	66
92	6706	Do.	Do. f.		–	E.C.	R.C.	–	213	213	–	126	126	67
93	6730	Do.	Leitrim, f.	v.c.	–	E.C.	Pres.	–	137	137	–	82	82	55
94	6774	Inishmagrath,	Shivdelagh,		R.C.	–	R.C.	68	63	131	37	33	70	34
95	6775	Cloone,	Ardloher,		R.C.	–	R.C.	65	61	126	43	38	81	27
96	6894	Rossinver,	Conray, f.		R.C.	–	R.C.	–	90	90	–	57	57	30
97	6895	Do.	Wardhouse,		R.C.	–	R.C.	48	46	94	38	32	70	34
98	6907	Kiltubbrid,	Kilclare,		R.C.	–	R.C.	54	78	132	36	61	97	32
99	7039	Cloonclare,	Meenymore,		R.C.	–	R.C.	48	41	89	32	33	65	30
100	7093	Do.	Slievenakilla,		R.C.	–	R.C.	37	32	69	29	23	52	22
101	7128	Kiltoghert,	Kiltoghert,		R.C.	–	R.C.	86	76	162	64	55	119	43
102	7135	Cloone,	Drumkeilvy,		–	E.C.	R.C.	73	60	133	46	39	85	34
103	7173	Rossinver,	Rossinver,		R.C.	–	R.C.	50	23	73	32	15	47	24
104	7174	Cloonclare,	Cornaman,		R.C.	–	R.C.	78	62	140	48	39	87	44
105	7216	Mohill,	Mohill, m.		R.C.	–	R.C.	170	–	170	112	–	112	63
106	7217	Carrigallen,	Cornaugh,		R.C.	–	R.C.	38	72	110	29	50	79	30
107	7305	Kiltubbrid,	Rossy,		R.C.	–	R.C.	53	50	103	42	37	79	25
108	7397	Kiltubbrid,	Funshinagh,		R.C.	–	R.C.	109	104	213	78	80	158	62
109	7435	Mohill,	Shragarn,		R.C.	–	R.C.	89	55	144	42	33	75	37
110	7475	Drumlease,	Gortnaskeagh,		R.C.	–	R.C.	68	58	126	39	31	70	35
111	7495	Drumreilly,	Cornagee,		R.C.	–	R.C.	65	48	113	44	34	78	43
112	7570	Kiltubbrid,	Garvagh, m.		R.C.	–	R.C.	115	–	115	80	–	80	29
113	7582	Drumreilly,	Allenview,		R.C.	–	R.C.	41	32	73	31	25	56	31
114	7669	Kiltubbrid,	Mohergregg,		R.C.	–	R.C.	–	144	144	–	106	106	30
115	7688	Drumlease,	Kilcoosy,		R.C.	–	R.C.	64	40	104	38	25	63	33
116	7711	Cloonclare,	Townyunshinagh,		–	E.C.	R.C.	69	50	119	42	26	68	33
117	7729	Cloone,	Farnaght, f.		–	E.C.	E.C.	–	161	161	–	128	128	68
118	8048	Gortletera,	Mullaghbrack,		R.C.	–	R.C.	49	134	183	34	103	137	49
119	8074	Rossinver,	Uragh,		R.C.	–	R.C.	78	65	143	37	33	70	37
120	8127	Cloone,	Augharan,		R.C.	–	R.C.	94	75	169	65	55	120	46
121	8138	Killargue,	Killorman,		R.C.	–	R.C.	51	41	92	25	23	48	25
122	8153	Cloonclare,	Ballaghabehy,		R.C.	–	R.C.	59	52	111	41	27	68	34
123	8174	Kiltoghert,	Cornashamogue,		R.C.	–	R.C.	87	71	158	50	37	87	49
124	8175	Mohill,	Curraghfoghra,		R.C.	–	R.C.	59	61	120	38	38	76	39
125	8182	Drumreilly,	Gubbs and Drumdiffer, m.		R.C.	–	R.C.	97	–	97	65	–	65	30
126	8188	Mohill,	Currawn,		R.C.	–	R.C.	52	45	97	33	27	60	28
127	8196	Cloonclare,	Castlemile,		R.C.	–	R.C.	39	29	68	29	20	49	27
128	8197	Oughteragh,	Mayo,		–	E.C.	R.C.	52	51	103	39	37	76	42
129	8218	Killasnet,	Glencar,		R.C.	–	R.C.	69	41	110	35	22	57	28
130	8238	Drumreilly,	Gubbs and Drumdiffer, f.		R.C.	–	R.C.	–	90	90	–	65	65	32
131	8267	Mohill,	Mohill, i.		R.C.	–	R.C.	55	48	103	32	27	59	34
132	8268	Gortletera,	Foregles, m.		R.C.	–	R.C.	97	–	97	63	–	63	26
133	8290	Cloone,	Cloonsaran,		R.C.	–	R.C.	94	22	116	61	13	74	27
134	8296	Feenagh,	Feenagh,		E.C.	–	E.C.	27	32	59	16	17	33	15
135	8390	Cloonclare,	Manorhamilton (Masterson's),		E.C.	–	E.C.	104	–	104	65	–	65	43
136	8422	Mohill,	Shragarn, m.		–	E.C.	R.C.	107	–	107	67	–	67	24
137	8423	Do.	Do. f.		–	E.C.	R.C.	–	64	64	–	47	47	20
138	8529	Inishmagrath,	Tullyhurke,		R.C.	–	R.C.	42	45	87	33	32	65	32
139	8536	Killanummery,	Adergoole,		R.C.	–	R.C.	36	41	77	24	32	56	29
140	8537	Rossinver,	Glenade,		R.C.	–	R.C.	60	34	94	49	28	77	29
141	8595	Drumlease,	Greenane,		R.C.	–	R.C.	34	39	73	26	33	59	28
142	8617	Cloonclare,	Gortnalibbert,		E.C.	–	E.C.	48	46	94	21	22	43	22
143	8631	Bornacoola,	Cloonturk,		R.C.	–	R.C.	110	–	110	61	–	61	28
144	8641	Anaduff,	Dromod,		R.C.	–	R.C.	65	94	[b]159	43	63	[b]106	[b]48
145	8671	Cloone,	Broom-street,		E.C.	–	E.C.	35	48	83	21	32	53	25
146	8672	Cloonclare,	Carrygeengeere,		–	E.C.	E.C.	71	30	101	45	22	67	36
147	8673	Mohill,	Mohill, m.		–	E.C.	E.C.	103	–	103	63	–	63	35
148	8674	Do.	Do. f.		–	E.C.	E.C.	–	84	84	–	64	64	33
149	8675	Killanummery,	Sracummer,		R.C.	–	R.C.	101	56	157	65	41	106	46

[b] Residence free.

1863.—Province of CONNAUGHT : County of LEITRIM—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
33	24	20	9	5	91	9·7	0 15 0	—	4 0 0	38 0 0	8 2 6	—	8 2 6	
36	22	24	14	2	98	9·9	0 18 9	—	—	16 0 0	1 15 0	—	1 15 0	
25	19	12	4	2	62	9·	0 9 9	—	—	19 10 0	0 3 0	—	0 3 0	
44	45	18	17	12	136	10·1	0 16 4	—	3 0 0	37 16 8	6 1 10	15 0 0	21 1 10	
59	34	32	8	6	139	9·8	1 17 10	0 19 0	—	37 13 4	4 8 10	15 0 0	19 8 10	
26	25	21	13	15	100	8·	—	—	5 0 0	34 16 8	1 2 6	6 0 0	7 2 6	
29	17	17	8	8	79	10·	1 5 6	—	—	15 15 0	8 19 9	—	8 19 9	
51	33	14	1	–	99	9·4	—	—	—	24 0 0	0 9 0	—	0 9 0	
18	29	18	6	3	74	9·8	2 0 5	—	8 10 0	35 15 0	—	—	—	
27	21	1	10	5	64	10·8	1 0 6	—	—	16 0 0	0 6 9	—	0 6 9	
67	28	10	9	4	118	9·4	0 11 5	—	—	18 0 0	0 5 0	—	0 5 0	
35	17	13	14	–	79	8·7	0 6 9	—	3 10 0	24 0 0	1 0 0	4 0 0	[a]5 0 0	
21	14	18	3	–	56	8·3	0 7 0	1 10 0	—	18 0 0	—	—	—	
54	29	31	17	–	131	10·4	1 0 3	—	—	22 10 0	1 1 0	—	1 1 0	
32	22	15	27	6	102	9·5	1 4 11	1 17 6	—	26 0 0	4 18 6	—	4 18 6	
17	23	9	8	2	59	9·4	1 3 10	1 10 0	—	24 0 0	0 17 0	—	0 17 0	
48	25	35	11	9	128	9·7	1 0 6	1 17 6	—	18 0 0	1 19 6	—	1 19 6	
30	36	41	21	12	140	10·5	1 18 3	—	16 0 0	59 15 0	4 8 8	—	4 8 8	
37	26	23	11	–	97	9·8	0 5 0	—	1 0 0	28 0 0	0 10 0	—	0 10 0	
40	29	11	2	–	82	10·5	0 11 3	—	—	15 15 0	1 0 0	—	1 0 0	
71	42	28	25	5	171	9·7	1 18 8	—	—	29 0 0	1 18 0	—	1 18 0	
33	27	9	10	13	92	8·9	—	—	3 0 0	55 0 0	4 9 3	—	4 9 3	
23	28	19	8	3	81	10·2	1 15 9	—	2 10 0	24 0 0	1 8 6	—	1 8 6	
34	31	9	11	1	86	9·2	—	1 10 0	—	26 0 0	2 0 0	—	2 0 0	
34	37	16	5	–	92	9·8	0 9 0	—	—	24 0 0	4 10 0	—	4 10 0	
19	15	9	–	4	47	9·	0 5 3	—	1 0 0	27 16 8	2 18 0	—	2 18 0	
73	41	11	5	–	130	10·	0 13 6	1 10 0	—	20 0 0	0 8 11	—	0 8 11	
12	25	23	10	6	76	9·7	1 11 2	1 10 0	1 0 0	24 0 0	4 2 6	—	4 2 6	
27	16	20	14	3	80	8·9	1 3 7	1 10 0	2 0 0	33 15 0	1 10 0	4 0 0	5 10 0	
56	53	20	10	–	139	11·1	1 0 0	1 17 6	3 0 0	22 6 8	2 5 10	—	2 5 10	
67	51	31	6	6	161	10·5	0 16 4	—	0 10 0	25 8 4	—	—	—	
28	21	29	8	9	95	9·5	0 17 2	—	1 10 0	24 16 8	2 0 0	—	2 0 0	
51	47	19	13	5	135	9·3	3 13 4	—	—	33 6 8	1 18 3	—	1 18 3	
30	16	5	9	–	60	8·	0 13 3	—	—	15 5 0	0 13 0	—	0 13 0	
26	9	19	15	7	76	10·	0 14 11	—	—	17 5 0	1 19 6	—	1 19 6	
38	33	16	9	3	99	11·8	0 18 11	—	—	39 0 0	3 10 0	—	3 10 0	
19	28	23	20	2	92	11·3	0 10 3	—	—	32 0 0	4 3 0	0 10 0	4 13 0	
25	29	13	3	3	73	10·	—	—	1 0 0	29 1 8	0 11 6	—	0 11 6	
31	19	17	8	4	82	10·1	0 11 0	—	—	20 0 0	1 6 3	—	1 6 3	
20	21	11	5	3	60	9·4	0 17 6	—	2 10 0	24 0 0	1 0 0	—	1 0 0	
38	18	10	7	2	75	10·6	—	—	—	24 0 0	1 10 0	—	1 10 0	
34	29	14	5	7	89	10·5	1 10 7	—	—	32 0 0	1 17 0	—	1 17 0	
15	27	18	9	8	77	10·3	1 7 0	—	2 0 0	33 0 0	0 14 0	—	0 14 0	
79	8	–	–	–	87	5·3	0 10 4	—	—	23 0 0	1 12 7	—	1 12 7	
33	17	11	8	–	69	11·	0 7 0	1 10 0	—	23 10 0	—	—	—[a]	
43	40	8	12	2	105	11·4	1 11 3	1 10 0	—	17 10 0	—	—	—	
21	25	4	3	1	54	10·2	1 9 7	1 17 6	1 10 0	30 18 4	—	12 0 0	[a]12 0 0	
15	23	25	9	12	84	10·9	3 6 11	1 10 0	9 10 0	37 15 0	17 4 3	27 0 0	44 4 3	
40	16	21	6	6	89	9·6	0 13 0	1 10 0	—	21 0 0	0 12 5	3 10 0	4 2 5	
33	16	5	–	2	56	9·	0 13 3	1 10 0	—	14 10 0	0 6 10	1 0 0	1 6 10	
33	27	9	6	–	75	9·3	0 10 0	—	—	16 0 0	0 18 6	—	0 18 6	
26	15	15	7	–	63	9·4	0 10 3	—	—	14 0 0	1 19 9	—	1 19 9	
35	18	22	4	–	79	10·3	1 5 1	—	—	15 15 0	1 5 0	—	1 5 0	
16	21	13	11	2	63	9·	1 3 1	—	—	20 0 0	1 16 6	—	1 16 6	
28	18	8	13	–	67	10·	1 0 10	—	—	22 15 0	2 10 0	5 0 0	7 10 0	
26	20	11	4	2	63	9·	—	—	—	18 0 0	1 9 5	—	1 9 5	
–	–	–	–	–	–	–	0 11 8	—	—	12 16 8	—	—	—	
17	18	14	13	5	67	10·2	1 17 9	—	—	24 0 0	0 13 4	—	0 13 4	
17	19	17	13	11	77	10·4	0 17 10	—	—	30 4 5	1 7 6	6 10 0	[a]7 17 6	
20	13	13	9	10	65	11·	3 5 0	—	—	40 13 4	—	26 0 0	[a]26 0 0	
10	13	18	11	6	58	9·1	1 15 8	—	1 10 0	25 5 6	—	20 0 0	[a]20 0 0	
26	51	30	13	6	129	10·9	1 7 0	—	1 0 0	27 5 0	2 11 0	—	2 11 0	

[b] Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
150	8833	Dromreilly, .	Tullynahaia, .		R.C.	–	R.C.	36	43	79	28	28	56	3
151	8840	Rossinver, .	Derryloughan, .		–	E.C.	E.C.	25	19	44	14	12	26	1
152	8846	Corracloone, .	Corracloone, .		–	E.C.	R.C.	60	50	110	31	32	63	3
153	8871	Innishmagrath, .	Leckawn, . .		R.C.	–	R.C.	76	62	138	50	44	94	4
154	8883	Dromreilly, .	New Eden, . .		R.C.	–	R.C.	37	42	79	32	35	67	3
155	8891	Gortliteragh, .	Foregles, . f.		R.C.	–	R.C.	–	107	107	–	96	96	3
156	8944	Bornacoola, .	Cloonturk, . f.		R.C.	–	R.C.	–	113	113	–	70	70	3
157	9001	Clooncläre, .	Boleyboy, . .		Diss.	–	Diss.	31	22	53	24	16	40	2
158	9005	Feenagh, . .	Glostermin, .		R.C.	–	R.C.	70	40	110	60	34	94	4
159	9008	Cloone, . .	Drumbore, . .		E.C.	–	E.C.	18	14	32	17	10	27	1
160	9028	Do. . .	Cloonee, . .		E.C.	–	E.C.	26	20	46	21	15	36	2
161	9029	Gortliteragh, .	Drumherk, . .		R.C.	–	R.C.	82	49	131	45	26	71	3
162	9114	Fenagh, . .	Fenagh, . .		R.C.	–	R.C.	105	61	166	84	52	136	4
163	9193	Innishmagrath,	Glackawn, . .		R.C.	–	R.C.	33	22	55	31	20	51	3
164	9198	Drumreilly, .	Tullyvacan, . .		R.C.	–	R.C.	28	25	53	27	24	51	3
165	9199	Killarga, . .	Gowlaun, . .		R.C.	–	R.C.	42	47	89	42	47	89	3
166	9254	Drumreilly, .	Aughawillan, .		R.C.	–	R.C.	63	57	120	60	56	116	4
			Total of Ordinary Schools, 166, .					10,258	9,206	19,464	6,872	6,294	13,166	6,21
			AGRICULTURAL AND WORKHOUSE SCHOOLS.											
1	1125	Kiltoghert, .	Leitrim 1st class Ag.	v.c.	–	E.C.	R.C.	123	–	123	76	–	76	4
2	3942	Cloone, . .	Drumadorn Ord. Ag.	v.t.	–	E.C.	R.C.	158	–	158	101	–	101	3
3	3119	Mohill, . .	Mohill Workhouse,		–	P. Law Guards.	R.C.	51	59	110	41	38	79	5
4	3533	Kiltoghert, .	Carrick-on-Shan. do.		–		R.C.	47	83	130	32	58	90	6
5	3669	Clooncläre, .	Manorhamilton do.		–		E.C.	40	31	71	27	22	49	3
			Total of Special Schools, 5, .					419	173	592	277	118	395	24
			Grand Total for Co. Leitrim, 171, .					10,677	9,379	20,056	7,149	6,412	13,561	6,45

COUNTY C

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	1056	Bekan, . .	Bracloon, . .		R.C.	–	R.C.	92	55	147	70	40	110	4
2	1057	Breaffy, . .	Breaffy, . .		R.C.	–	R.C.	80	59	139	47	37	84	3
3	1077	Killasser, .	Attymachugh, .	v.t.	–	Diss.	R.C.	93	43	136	49	20	69	3
4	1146	Balla, . .	Balla, . m.	v.t.	–	E.C.	R.C.	126	–	126	88	–	88	5
5	1411	Aglish, . .	Aglish, . .	v.t.	R.C.	–	R.C.	146	86	232	63	38	101	4
6	1613	Killeden, . .	Kiltinagh, or Newtown Browne, f.	v.t.	R.C.	–	R.C.	–	354	354	–	170	170	7
7	1616	Kilcoleman, .	Ballyfarnagh, .	v.c.	–	R.C.	R.C.	77	73	150	37	34	71	3
8	1670	Burrishoole, .	Newport Pratt, m.	A.	–	E.C.	R.C.	205	–	205	147	–	147	7
9	1671	Do. . .	Trienbeg, . .	A.	–	E.C.	R.C.	56	28	84	36	22	58	2
10	1672	Do. . .	Kilmore, . .	A.	–	E.C.	R.C.	63	50	113	39	32	71	2
11	1674	Do. . .	Molranny, . .	v.c.	–	R.C.	R.C.	61	34	95	51	27	78	3
12	1675	Do. . .	Deradda, . .	A.	–	E.C.	R.C.	85	62	147	58	36	94	4
13	1676	Crossboyne, .	Ballindine, day m.	v.c.	–	E.C.	R.C.	134	–	134	93	–	93	5
			Do. . . evg.		–	–	–	58	–	58	29	–	29	2
14	1750	Kilmore Moy, .	Ballina, . m.		R.C.	–	R.C.	459	–	459	240	–	240	12
15	1849	Doonfeeny, .	Portnahalla, .		R.C.	–	R.C.	44	29	73	37	29	66	3
16	1951	Annagh, . .	Poolcapul or Logboy, . . .	v.t.	R.C.	–	R.C.	153	93	246	93	60	153	6
17	2030	Kilconduff, .	Swineford, . m.	v.t.	R.C.	–	R.C.	221	–	221	116	–	116	5

* Residence free.

1863.—Province of Connaught: County of Leitrim—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
32	21	5	4	–	62	9·1	0 14 10	—	—	15 0 0	—	—	—
7	9	6	5	–	27	11·1	—	—	—	15 0 0	0 10 0	1 10 0	[a]2 0 0
46	17	6	9	–	78	9·6	0 7 0	—	—	19 15 0	0 14 6	—	0 14 6
38	24	14	11	–	87	10·	1 4 0	1 17 6	—	29 0 0	2 15 6	—	2 15 6
25	17	13	11	1	67	7·6	1 9 9	—	—	15 0 0	1 8 9	—	1 8 9
63	23	8	5	–	99	10·2	0 7 7	—	—	15 16 8	0 10 0	—	0 10 0
31	30	8	5	5	79	9·	—	—	2 10 0	26 0 0	2 8 5	—	2 8 5
9	10	14	7	–	40	8·9	0 14 9	—	—	15 0 0	2 15 0	10 0 0	12 15 0
48	36	10	8	–	102	9·5	1 4 3	—	—	15 0 0	0 4 0	—	0 4 0
14	5	6	1	–	26	9·	0 12 3	—	—	11 5 0	1 0 6	—	1 0 6
18	8	11	5	–	42	8·8	0 10 2	—	—	15 0 0	—	—	—
31	17	15	8	–	71	9·7	0 11 1	—	—	13 2 6	0 17 6	—	0 17 6
73	54	13	12	–	152	9·3	1 8 6	5 0 0	—	10 0 0	2 18 9	—	2 18 9
33	17	–	5	–	55	7·8	0 15 0	4 0 0	—	2 10 0	0 14 0	—	0 14 0
36	17	–	–	–	53	6·3	0 8 7	4 10 0	—	8 15 0	4 10 0	—	4 10 0
37	27	21	4	–	89	9·6	0 10 3	4 10 0	—	1 5 0	1 5 0	—	1 5 0
53	31	26	7	3	120	10·9	—	—	—	—	—	—	—
5,583	4,405	2,617	1,633	761	14,999		164 2 11	83 1 6	201 15 0	4,474 13 6	328 12 11	223 2 0	551 14 11
30	14	16	9	17	86	10·2	3 0 3	2 19 0	4 10 0	65 7 9	0 17 6	12 0 0	12 17 6
46	57	7	9	10	129	11·6	0 14 3	2 11 6	—	24 0 0	0 17 6	—	0 17 6
54	14	12	11	–	91	8·7	6 3 1	—	—	—	—	—	—
77	16	12	6	2	113	8·4	4 19 2	—	—	—	—	—	—
23	15	7	7	–	52	9·5	0 15 9	—	—	—	—	—	—
230	116	54	42	29	471		15 12 6	5 10 6	4 10 0	89 7 9	1 15 0	12 0 0	13 15 0
5,813	4,521	2,671	1,675	790	15,470		179 15 5	88 12 0	206 5 0	4,564 1 3	330 7 11	235 2 0	565 9 11

MAYO—265 Schools.

62	26	22	23	4	137	12·3	1 10 6	—	1 10 0	18 0 0	7 10 0	—	7 10 0
36	41	13	18	–	108	9·7	1 1 4	—	—	32 13 4	2 14 0	3 0 0	5 14 0
57	17	8	–	4	86	10·	—	—	—	18 0 0	0 18 0	—	0 18 0
42	16	22	–	10	100	–	1 10 3	—	5 10 0	54 10 0	—	19 0 0	19 0 0
51	27	30	10	3	121	9·5	1 9 4	—	—	42 6 8	1 4 0	0 8 0	1 12 0
87	60	40	14	6	207	8·6	3 0 3	2 12 6	—	36 0 0	9 11 3	—	9 11 3
45	34	8	4	2	93	10·	1 5 4	—	—	13 10 0	6 4 1	1 5 6	7 9 7
58	52	26	25	15	176	9·5	—	2 5 0	1 0 0	47 0 10	1 7 3	0 17 6	2 4 9
13	28	12	9	4	66	10·5	1 11 6	—	—	33 3 4	—	10 0 0	10 0 0
30	17	8	12	–	67	11·	0 5 0	—	—	18 0 0	1 10 0	—	1 10 0
62	20	11	3	5	101	9·1	0 6 1	—	1 0 0	18 13 4	—	6 0 0	6 0 0
33	34	18	13	8	106	10·5	1 2 9	—	0 15 0	37 13 4	3 8 6	—	3 8 6
45	44	13	1	4	107	9·	0 15 4	—	2 0 0	40 10 0	4 10 6	7 0 0	[a]11 10 6
10	19	–	9	–	38	17·3					1 5 4	—	1 5 4
133	65	39	24	29	290	10·	8 6 3	—	6 10 0	89 3 4	30 16 1	—	30 16 1
32	15	14	6	–	67	9·5	0 19 11	—	—	28 0 0	0 10 0	—	0 10 0
73	49	22	20	–	164	8·5	0 13 3	2 5 0	—	15 0 0	7 17 0	—	7 17 0
51	53	16	19	12	451	10·5	1 2 9	1 10 0	—	76 15 0	0 15 10	—	0 15 10

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
18	2085	Adragoole,	Rathkeel,	V.T.	–	R.C.	R.C.	86	70	156	55	47	102	36
19	2290	Kilbelfad,	Cloghans,		R.C.	–	R.C.	67	48	115	46	37	83	33
20	2307	Achill,	Slievemore,	A.	–	E.C.	R.C.	74	52	126	49	38	87	48
21	2308	Do.	Derreens,	A.	–	E.C.	R.C.	44	9	53	34	6	40	20
22	2309	Do.	Dooega,	A.	–	E.C.	R.C.	64	32	96	38	13	51	33
23	2332	Kilmore,	Lurgacloy,		R.C.	–	R.C.	74	35	109	35	25	60	28
24	2342	Kilturra,	Doocastle, f.	V.T.	–	R.C.	R.C.	–	124	124	–	80	80	34
25	2393	Kilgarvan,	Bonniconlan,	V.T.	R.C.	–	R.C.	117	96	213	61	52	113	43
26	2823	Oughaval,	Murrisk, m.	A.	–	E.C.	R.C.	67	–	67	57	–	57	31
27	2824	Do.	Do. f.	A.	–	E.C.	R.C.	–	72	72	–	64	64	29
28	2826	Kilmovee,	Tavrane, m.	V.T.	–	E.C.	R.C.	190	–	190	116	–	116	54
29	2827	Do.	Do. f.	V.T.	–	E.C.	R.C.	–	175	175	–	93	93	55
30	2830	Doonfeeny,	Ballycastle, m.		R.C.	–	R.C.	66	–	66	49	–	49	28
31	2852	Crossmolina,	Crossmolina,		R.C.	–	R.C.	137	–	137	76	–	76	34
32	2912	Meelick,	Culleens, m.	V.T.	–	R.C.	R.C.	188	–	188	83	–	83	52
33	2913	Do.	Do. f.	V.T.	–	R.C.	R.C.	–	149	149	–	83	83	34
34	3027	Kilmore,	Corclough, No. 2,	V.C.	R.C.	–	R.C.	84	56	140	60	40	100	50
35	3211	Kilfian,	Kincun,		R.C.	–	R.C.	27	41	68	22	30	52	20
36	3212	Do.	Creeves,		R.C.	–	R.C.	49	52	101	33	36	69	29
37	3268	Achill,	Tonragee,	V.T.	R.C.	–	R.C.	34	25	59	24	14	38	23
38	3299	Kilcommon,	Drimagallagh,	V.C.	R.C.	–	R.C.	59	38	97	44	22	66	31
39	3300	Do.	Shraghnamonragh,	V.C.	R.C.	–	R.C.	55	35	90	41	20	61	25
40	3335	Kilfian,	Tourahowen,		R.C.	–	R.C.	18	15	33	17	14	31	19
41	3559	Killala,	Killala, m.		R.C.	–	R.C.	78	–	78	56	–	56	28
42	3642	Ardagh,	Knockanello,		R.C.	–	R.C.	78	44	122	45	30	75	29
43	3702	Toomore,	Foxford, m.		R.C.	–	R.C.	182	–	182	108	–	108	48
44	3905	Burrishoole,	Skirdagh,	V.C.	–	E.C.	R.C.	69	52	121	36	25	61	23
45	3906	Kilmena,	Rosduane,	V.C.	–	E.C.	R.C.	88	63	151	53	38	91	35
46	3944	Kilbeagh,	Cloonfane, m.	V.C.	–	R.C.	R.C.	141	–	141	81	–	81	37
47	3945	Do.	Do. f.	V.C.	–	R.C.	R.C.	–	115	115	–	78	78	40
48	3946	Do.	Barnacahoge, m.	V.C.	–	R.C.	R.C.	227	–	227	106	–	106	48
49	3947	Do.	Do. f.	V.C.	–	R.C.	R.C.	–	193	193	–	140	140	41
50	3952	Kilmovee,	Kilmovee, m.	V.C.	–	R.C.	R.C.	241	–	241	155	–	155	86
51	3953	Do.	Do. f.	V.C.	–	R.C.	R.C.	–	239	239	–	135	135	69
52	3956	Kilcoleman,	Ballaghaderreen, f.	V.C.	–	R.C.	R.C.	–	246	246	–	173	173	98
53	3968	Do.	Morneen,[b]	V.T.	–	R.C.	–	–	–	–	–	–	–	–
54	3969	Do.	Cultiboe,	V.T.	–	R.C.	R.C.	56	42	98	27	22	49	22
55	4011	Do.	Richmond,[c] f.		–	R.C.	–	–	–	–	–	–	–	–
56	4098	Rathreagh,	Tonroe,		R.C.	–	R.C.	36	28	64	24	21	45	21
57	4107	Turlough,	Plovervale,	A.	R.C.	–	R.C.	51	23	74	34	15	49	[a]23
58	4108	Kilmeena,	Carraholly,	V.T.	–	E.C.	R.C.	108	97	205	63	60	123	57
59	4110	Achill,	Currane,	V.T.	R.C.	–	R.C.	46	13	59	39	10	49	24
60	4176	Crossmolina,	Lodge,		R.C.	–	R.C.	76	50	126	48	33	81	42
61	4338	Moygownagh,	Fairfield,		R.C.	–	R.C.	58	44	102	33	29	62	30
62	4367	Doonfeeny,	Ballycastle, f.		R.C.	–	R.C.	–	58	58	–	57	57	27
63	4393	Do.	Belderrig,		R.C.	–	R.C.	51	27	78	30	18	48	20
64	4394	Balla,	Balla, f.	V.T.	–	E.C.	R.C.	–	178	178	–	109	109	67
65	4494	Oughaval,	Tiernacroaghy,	A.	–	E.C.	R.C.	20	25	45	15	22	37	20
66	4631	Burrishoole,	Newport Pratt, f.	A.	–	E.C.	R.C.	–	156	156	–	124	124	76
67	4793	Kilbeagh,	Lowpark, m.	V.C.	–	R.C.	R.C.	185	–	185	104	–	104	50
68	4794	Do.	Do. f.	V.C.	–	R.C.	R.C.	–	113	113	–	75	75	37
69	4795	Aghagower,	Lankill,	V.C.	–	E.C.	R.C.	81	62	143	53	41	94	41
70	4796	Oughaval,	Brackloon,	V.C.	–	E.C.	R.C.	45	50	95	25	30	55	26
71	4797	Do.	Borris,	V.C.	–	E.C.	R.C.	70	80	150	54	64	118	65
72	4798	Aghagower,	Carrakennedy,	V.C.	–	E.C.	R.C.	57	43	100	44	36	80	37
73	4828	Crossboyne,	Ballindine, f.	V.C.	–	E.C.	R.C.	–	120	120	–	80	80	43
74	4854	Oughaval,	Kelladangan,	V.C.	–	E.C.	R.C.	50	45	95	41	30	71	26
75	4855	Do.	Kelsallagh,	V.C.	–	E.C.	R.C.	69	49	118	39	31	70	44
76	4856	Do.	Kilmore,	V.C.	–	E.C.	R.C.	55	39	94	38	31	69	38
77	4944	Adragoole,	Massbrooke,		R.C.	–	R.C.	48	43	91	31	32	63	34
78	5043	Ballysakeery,	Lisglennon,		Pres.	–	Pres.	18	23	41	11	15	26	11
79	5120	Kilcommon,	Lehinch,	V.C.	E.C.	–	R.C.	117	90	207	62	53	115	58
80	5121	Islandeddy,	Cloghernagh,	V.C.	–	E.C.	R.C.	130	65	195	85	39	124	41

[a] Residence free.

[b] Inoperative.

1863.—Province of Connaught: County of Mayo—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
50	23	14	13	–	100	11·2	1 7 11	1 10 0	—	13 10 0	1 2 6	—	1 2 6	
43	24	9	7	–	83	10·5	1 6 1	1 10 0	—	26 3 4	1 5 0	1 10 0	[a]2 15 0	
40	31	8	8	4	91	11·	1 1 9	—	2 0 0	42 11 8	1 14 0	—	1 14 0	
47	3	2	1	–	53	10·	1 6 5	—	—	15 0 0	—	—	—	
51	21	2	8	–	82	10·	0 6 5	—	—	18 0 0	0 6 0	—	0 6 0	
43	14	6	6	–	69	8·1	0 9 0	—	—	11 10 0	—	—	—	
44	15	15	4	4	82	9·8	0 7 0	1 10 0	—	20 0 0	1 1 0	—	1 1 0	
52	41	13	11	–	117	8·5	—	—	—	41 0 0	0 5 11	0 15 0	1 0 11	
29	12	3	8	–	52	10·8	0 7 6	—	—	18 0 0	—	—	—	
31	11	6	6	–	54	10·8	0 16 5	—	—	20 0 0	—	—	—[a]	
58	50	16	9	7	140	10·6	2 4 0	—	—	25 6 8	4 0 0	—	4 0 0	
47	33	12	15	7	114	11·2	1 3 11	—	—	23 5 0	4 9 6	—	4 9 6	
7	12	12	11	4	46	8·3	0 10 0	—	2 10 0	30 4 2	3 0 0	—	3 0 0	
48	14	11	8	12	93	11·6	1 5 7	—	—	30 5 0	—	—	—	
55	30	18	11	1	115	10·	1 3 9	—	—	25 0 0	2 16 4	—	2 16 4	
49	30	14	12	3	108	9·2	1 2 6	—	—	24 0 0	1 4 0	—	1 4 0	
80	24	12	10	–	126	8·5	0 16 3	1 10 0	3 0 0	26 0 0	—	—	—	
8	20	10	13	3	54	10·3	0 17 6	—	—	25 6 8	0 3 10	—	0 3 10	
50	13	5	9	–	77	9·5	0 16 3	—	—	16 0 0	0 4 6	—	0 4 6	
38	4	4	1	–	47	9·	0 5 0	—	—	15 0 0	—	—	—	
27	17	12	13	2	71	9·2	0 15 7	—	—	23 13 4	1 16 1	0 10 0	2 6 1	
37	18	11	7	–	73	10·7	—	—	—	17 6 8	0 10 0	—	0 10 0	
12	4	5	5	5	31	9·	—	—	—	23 10 0	—	—	—	
20	14	11	11	18	74	10·4	—	—	2 0 0	28 18 4	1 7 0	—	1 7 0	
30	32	12	14	–	88	10·4	0 10 0	—	—	18 0 0	0 7 6	—	0 7 6	
43	35	10	8	7	103	9·6	1 1 2	—	8 10 0	42 14 5	3 13 2	—	3 13 2	
40	23	11	11	3	88	10·5	—	—	—	15 0 0	0 15 0	—	0 15 0	
45	21	20	18	6	110	10·2	—	—	1 0 0	29 6 8	2 0 0	—	2 0 0	
24	31	17	5	3	80	9·	1 4 0	1 10 0	—	19 6 8	2 9 0	—	2 9 0	
34	27	15	15	1	92	10·	0 13 5	1 10 0	1 10 0	38 15 0	2 16 2	—	2 16 2	
46	35	22	16	4	123	9·	2 4 9	—	—	33 0 0	2 10 0	0 10 0	3 0 0	
87	46	13	8	–	154	10·	1 13 7	—	—	16 0 0	5 18 9	0 15 0	6 13 9	
82	60	31	12	7	192	10·3	2 1 10	—	3 0 0	62 18 4	6 0 0	—	6 0 0	
47	33	20	11	13	124	11·6	1 14 2	—	2 10 0	88 11 8	5 2 6	—	5 2 6	
62	49	38	5	15	169	10·	2 18 11	—	5 10 0	74 8 4	4 15 0	16 10 0	21 5 0	
–	–	–	–	–	–	–	—	—	—	4 10 0	—	—	—	
18	21	9	1	–	49	9·2	0 9 0	1 10 0	—	15 0 0	0 4 6	—	0 4 6	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
25	8	9	9	–	51	10·5	0 6 0	—	—	21 0 0	—	—	—	
–	–	–	–	–	–	–	0 6 0	—	—	19 0 0	—	—	—	
49	35	24	23	25	156	11·	2 5 4	—	6 10 0	62 0 0	2 15 0	11 0 0	[a]13 15 0	
26	18	4	3	–	51	9·	—	—	—	11 5 0	—	—	—	
33	28	18	19	10	108	10·2	1 19 5	1 10 0	2 10 0	32 10 0	2 12 0	—	2 12 0	
31	19	2	4	4	60	8·8	0 10 0	—	—	18 0 0	—	—	—	
21	14	14	9	–	58	8·8	1 12 2	—	—	23 13 4	0 10 0	—	0 10 0	
26	12	4	8	–	50	9·2	0 6 3	1 10 0	2 10 0	20 13 4	—	—	—	
56	48	26	11	5	146	11·	3 16 1	—	—	80 0 0	—	5 0 0	[a]5 0 0	
17	12	6	5	–	40	10·	0 7 9	1 10 0	—	18 0 0	—	—	—	
43	28	33	25	5	134	10·	1 1 6	—	3 10 0	58 1 8	3 12 3	—	3 12 3	
48	19	24	18	15	124	9·	1 12 3	1 10 0	1 0 0	34 10 0	2 14 5	0 5 0	2 19 5	
32	39	13	11	4	99	9·9	1 4 0	1 10 0	3 0 0	30 16 8	3 8 0	—	3 8 0	
33	36	15	20	6	110	10·3	1 0 3	—	1 0 0	29 10 0	1 13 6	5 0 0	[a]6 13 6	
30	10	12	12	–	64	10·	—	1 10 0	—	16 0 0	—	—	—	
77	37	26	9	–	149	9·7	0 10 3	1 10 0	—	17 6 8	—	—	—	
34	23	19	12	–	88	8·9	0 10 0	1 10 0	—	16 0 0	—	5 0 0	[a]5 0 0	
49	31	9	12	2	103	9·4	4 13 6	2 4 10	—	29 5 0	5 3 9	10 0 0	[a]15 3 9	
29	15	26	6	–	76	9·7	—	1 10 0	—	15 0 0	—	1 0 0	1 0 0	
29	23	17	10	1	80	8·7	1 8 9	—	1 10 0	24 12 2	3 10 0	2 0 0	5 10 0	
20	17	15	11	–	63	11·6	0 6 0	—	—	18 6 8	—	4 0 0	4 0 0	
36	20	7	8	–	71	8·8	1 19 2	—	—	26 0 0	—	—	—	
8	4	4	5	2	23	9·8	2 1 0	—	—	19 6 8	—	8 5 0	[a]8 5 0	
46	52	16	23	1	138	10·1	0 18 0	1 17 6	—	43 6 8	8 9 0	2 0 0	10 9 0	
36	35	9	19	7	106	8·5	1 1 2	—	—	46 0 0	2 0 0	—	2 0 0	

[a] Temporarily closed.

[d] Taken from Inspector's report.

I.—List of Schools in operation on the 31st December

ORDINARY TOWN AN

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
								Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
					Clerical.	Lay.		Males.	Females	Total.	Males.	Females	Total.	
81	5122	Kilgeever,	Accony,	v.c.	–	E.C.	R.C.	68	78	146	55	54	109	5
82	5123	Do.	Kelladoon,	v.c.	–	E.C.	R.C.	111	89	200	75	66	141	6
83	5125	Ballintubber,	Ballyburke,	v.c.	R.C.	–	R.C.	51	42	93	39	30	69	4
84	5126	Aughagower,	Derrycroff,	v.c.	–	E.C.	R.C.	56	27	83	25	13	38	1
85	5128	Kilgeever,	Louisburgh, m.	v.c.	–	E.C.	R.C.	165	–	165	122	–	122	8
86	5129	Do.	Do. f.	v.c.	–	E.C.	R.C.	–	197	197	–	109	109	7
87	5238	Ballynahaglish,	Lisaniskea,		R.C.	–	R.C.	55	76	131	45	61	106	2
88	5239	Do.	Ballymacredmond,		R.C.	–	R.C.	63	90	153	43	59	102	3
89	5472	Shrule,	Kilroe,	v.c.	R.C.	–	R.C.	77	66	143	57	38	95	5
90	5476	Killala,	Ross,		R.C.	–	R.C.	36	38	74	29	30	59	3
91	5673	Killasser,	Loobnamock,		R.C.	–	R.C.	71	70	141	35	37	72	2
92	5756	Burriscarra,	Burriscarra, m.	v.c.	–	R.C.	R.C.	74	–	74	45	–	45	2
93	5757	Do.	Do. f.	v.c.	–	R.C.	R.C.	–	70	70	–	44	44	1
94	5937	Manulla,	Prison,		–	R.C.	R.C.	78	–	78	56	–	56	3
95	6020	Ballintubber,	Killavalla,	v.c.	R.C.	–	R.C.	54	40	94	32	24	56	2
96	6048	Drum,	Belcarra, m.	v.c.	–	E.C.	R.C.	133	–	133	71	–	71	4
97	6049	Do.	Do. f.	v.c.	–	E.C.	R.C.	–	135	135	–	75	75	3
98	6088	Toomore,	Foxford, f.		R.C.	–	R.C.	–	140	140	–	72	72	4
99	6099	Crossmolina,	Letterbrick,		R.C.	–	R.C.	58	63	121	34	39	73	3
100	6231	Adragoole,	Lahardane,		R.C.	–	R.C.	92	75	167	62	47	109	5
101	6247	Oughaval,	Westport, temp. m.		R.C.	–	R.C.	358	–	358	186	–	186	9
102	6304	Toomore,	Toomore,		R.C.	–	R.C.	200	144	344	111	88	199	7
103	6310	Ballysakeery,	Ballymachola,		R.C.	–	R.C.	54	31	85	35	20	55	2
104	6345	Moygawnagh,	Carn,		R.C.	–	R.C.	40	65	105	24	40	64	2
105	6416	Ballysakeery,	Cooneal,		R.C.	–	R.C.	76	52	128	46	34	80	6
106	6431	Kilcommon,	Belmullet, f.		R.C.	–	R.C.	–	132	132	–	78	78	3
107	6504	Oughaval,	Knappa,		R.C.	–	R.C.	95	92	187	60	54	114	4
108	6563	Drum,	Deerpark,		R.C.	–	R.C.	96	58	154	39	29	68	3
109	6600	Aglish,	Castlebar, m.		R.C.	–	R.C.	311	–	311	185	–	185	11
110	6601	Do.	Do. f.		R.C.	–	R.C.	–	114	114	–	90	90	6
111	6602	Manulla,	Manulla,		R.C.	–	R.C.	51	61	112	29	41	70	3
112	6608	Kilmeena,	Myna,		R.C.	–	R.C.	62	47	109	32	30	62	3
113	6609	Kilmore,	Kilmore Erris,		R.C.	–	R.C.	90	–	90	53	–	53	2
114	6681	Tagheen,	Tagheen,		–	R.C.	R.C.	–	112	112	–	60	60	3
115	6707	Ballyhean,	Ballyhean,		R.C.	–	R.C.	50	48	98	37	33	70	3
116	6708	Kilasser,	Callow,		R.C.	–	R.C.	95	–	95	59	–	59	2
117	6711	Kilcommon,	Polatomas,		–	R.C.	R.C.	18	12	30	11	7	18	1
118	6712	Kilmeena,	Fahy,		R.C.	–	R.C.	105	62	167	45	32	77	3
119	6723	Drum,	Clogher, m.	v.c.	–	R.C.	R.C.	99	–	99	58	–	58	3
120	6724	Do.	Do. f.	v.c.	–	R.C.	R.C.	–	84	84	–	60	60	2
121	6729	Ballynahaglish,	Rehins,		R.C.	–	R.C.	77	77	154	64	62	126	5
122	6743	Adragoole,	Cloondaff,		R.C.	–	R.C.	95	86	181	77	66	143	6
123	6744	Do.	Rathbane,		R.C.	–	R.C.	76	65	141	48	37	85	3
124	6747	Ballinrobe,	Ballinrobe,		–	E.C.	R.C.	368	–	368	248	–	248	11
125	6761	Kilconduff,	Bracloon,		R.C.	–	R.C.	215	106	321	127	57	184	5
126	6762	Shrule,	Glencorrib, m.	v.c.	R.C.	–	R.C.	66	–	66	54	–	54	3
127	6763	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	85	85	–	68	68	3
128	6776	Killasser,	Knocknamonal,		R.C.	–	R.C.	74	51	125	49	37	86	3
129	6794	Oughaval,	St. Patrick's,		R.C.	–	R.C.	72	78	150	54	54	108	5
130	6796	Aghagower	St. Joseph's,		R.C.	–	R.C.	89	64	153	58	46	104	4
131	6803	Crossmolina,	Crossmolina, f.		R.C.	–	R.C.	–	103	103	–	57	57	2
132	6804	Killasser,	Knox,		R.C.	–	R.C.	172	100	272	88	52	140	5
133	6815	Cong,	Cong, m.		R.C.		R.C.	112	–	112	72	–	72	4
134	6816	Do.	Do. f.		R.C.	–	R.C.	–	107	107	–	88	88	4
135	6830	Tagheen,	Ahena, day,		R.C.	–	R.C.	117	–	117	70	–	70	4
			Do. evg.		–	–	–	50	–	50	43	–	43	3
136	6852	Kilbelfad,	Garracloon, m.	v.c.	–	E.C.	R.C.	91	–	91	65	–	65	3
137	6853	Do.	Do. f.	v.c.	–	E.C.	R.C.	–	67	67	–	54	54	2
138	6862	Turlough,	Oughterard,		R.C.	–	R.C.	49	34	83	35	23	58	2
139	6926	Strade,	Strade,		R.C.	–	R.C.	80	49	129	50	30	80	4
140	6927	Backs,	Shraheen,		R.C.	–	R.C.	66	60	126	49	38	87	4
141	6940	Moygownagh,	Moygownagh,		R.C.	–	R.C.	57	33	90	38	22	60	3
142	6941	Oughaval,	Letterbruck,		R.C.	–	R.C.	43	38	81	33	29	62	2

[a] Residence free.

1863.—Province of CONNAUGHT: County of MAYO—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stock of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	School Fees.			Endowments, &c.			Total.		
																			£	s.	d.	£	s.	d.
46	35	22	14	4	121	10·9	1	2	0	1	17	6	1	10	0	43	10	0	4	0	0	3	0	0	7	0	0
69	53	27	12	6	167	10·	1	0	6	1	17	6	—			32	0	0	—			3	10	0	3	10	0
14	25	10	19	1	69	9·6	0	16	3	—			1	0	0	29	6	8	0	4	0	—			a0	4	0
10	20	4	10	–	44	11·	—			1	10	0	—			21	15	0	1	2	2	—			1	2	2
37	28	37	19	15	136	9·4	5	14	2	10	7	11	4	0	0	77	0	0	5	10	0	7	0	0	a12	10	0
35	29	29	17	11	121	10·	1	18	0	1	17	6	6	10	0	38	19	5	2	10	0	3	0	0	a5	10	0
54	17	10	12	–	93	10·	1	5	9	1	17	6	—			26	0	0	0	10	0	—			a0	10	0
45	30	9	11	–	95	9·5	1	6	6	1	10	0	1	0	0	23	8	4	1	0	0	—			1	0	0
30	30	20	16	9	105	9·3	1	4	8	—			1	10	0	40	10	0	1	18	0	1	0	0	2	18	0
24	18	10	13	4	69	9·6	1	2	3	1	10	0	—			18	1	8	1	16	7	—			1	16	7
37	28	11	13	–	89	9·7	0	10	3	—			—			32	0	0	1	3	6	—			1	3	6
17	21	7	8	–	53	11·	1	3	5	1	10	0	2	0	0	39	6	8	4	2	8	—			a4	2	8
16	8	6	8	6	44	10·8	1	1	0	1	10	0	—			20	0	0	1	8	4	—			1	8	4
16	30	8	–	3	57	10·1	0	11	0	—			—			30	0	0	4	5	6	—			4	5	6
12	8	9	6	–	35	8·	0	8	3	—			—			19	5	0	1	15	0	—			1	15	0
75	38	8	4	2	127	9·9	—			—			—			23	0	0	4	13	10	2	17	6	7	11	4
45	24	9	7	2	87	10·5	0	10	3	—			—			27	0	0	0	18	2	2	10	0	3	8	2
39	20	8	9	4	80	10·	0	12	3	—			1	0	0	32	6	8	1	14	7	—			1	14	7
40	24	11	8	2	85	11·	0	10	0	—			—			24	0	0	—			—			—		
50	40	22	11	6	129	10·4	1	19	7	—			—			38	16	8	2	10	0	—			2	10	0
78	67	34	36	18	233	10·6	2	19	0	—			—			61	10	0	8	19	8	—			a8	19	8
113	36	33	17	–	199	10·4	1	8	3	1	17	6	—			53	0	0	2	4	6	3	10	0	5	14	6
30	10	5	17	–	62	10·2	0	10	3	1	10	0	—			18	0	0	—			5	0	0	5	0	0
31	15	7	9	–	62	8·5	0	16	3	1	10	0	—			19	10	0	—			—			—		
46	28	9	8	–	91	8·6	1	2	6	1	10	0	—			24	3	4	1	5	0	2	0	0	3	5	0
33	17	12	15	7	84	9·8	1	5	0	—			—			30	10	0	3	15	9	—			3	15	9
70	68	35	19	3	195	10·	0	11	2	—			0	15	0	48	6	8	1	2	1	—			1	2	1
61	21	11	3	–	96	9·	—			—			—			16	5	0	1	6	11	—			1	6	11
52	51	30	27	18	178	10·	2	10	3	—			—			60	6	8	10	10	0	—			10	10	0
23	26	18	13	4	84	11·7	1	0	0	—			10	0	0	55	0	0	—			—			—		
45	25	17	4	–	91	9·7	—			—			—			16	0	0	—			—			—		
38	33	17	13	–	101	8·5	0	11	3	—			—			15	5	0	—			—			—		
26	9	7	6	8	56	11·3	1	19	1	—			1	10	0	25	6	8	0	16	2	—			0	16	2
16	29	13	10	–	68	9·	1	2	9	—			—			22	3	4	1	0	0	—			1	0	0
28	23	14	11	–	76	9·6	0	10	3	—			—			18	3	4	0	6	0	—			0	6	0
40	25	14	5	2	86	12·3	1	13	4	—			1	0	0	33	18	4	0	17	0	—			0	17	0
23	7	–	–	–	30	11·	—			1	10	0	—			10	0	0	—			—			—		
50	25	17	11	–	103	9·7	0	10	3	—			—			17	5	0	1	1	7	—			1	1	7
37	15	13	9	–	74	8·5	0	16	3	—			—			15	0	0	3	1	7	—			3	1	7
29	20	14	8	7	78	14·	0	13	2	—			—			16	0	0	0	5	4	—			0	5	4
50	27	19	19	6	121	10·	1	14	9	—			—			52	3	4	1	16	0	—			1	16	0
65	57	32	19	–	173	11·1	1	1	8	—			—			26	10	0	0	12	7	—			0	12	7
45	32	13	9	3	102	9·7	1	17	4	—			—			26	0	0	0	8	6	—			0	8	6
108	104	55	23	14	304	11·	3	10	6	—			—			68	7	2	2	0	0	33	0	0	a35	0	0
89	44	20	7	1	161	10·2	0	15	11	—			—			26	0	0	2	18	8	1	0	0	3	18	8
10	18	7	7	8	50	10·6	1	5	0	1	10	0	—			24	13	4	—			—			—		
18	19	19	14	10	80	10·	0	8	7	1	10	0	5	0	0	18	6	8	—			—			—		
50	27	4	–	–	81	8·7	1	1	4	—			—			18	0	0	3	0	3	—			3	0	3
57	17	23	4	–	101	9·	0	10	2	—			—			24	10	0	—			—			—		
54	28	27	14	9	132	10·7	1	17	3	—			3	0	0	37	15	0	6	10	2	—			6	10	2
40	11	5	8	–	64	10·5	0	17	4	—			—			24	0	0	—			—			—		
118	47	15	12	3	195	8·9	1	13	0	—			—			36	0	0	1	15	6	—			1	15	6
36	31	13	6	3	89	9·2	1	4	6	—			6	10	0	30	6	8	3	14	3	—			3	14	3
31	33	7	13	4	88	10·9	1	3	9	—			—			34	6	8	2	11	8	—			2	11	8
19	30	12	15	1	77	10·5	3	2	5	—			—			25	13	4	4	19	0	2	0	0	6	19	0
4	20	–	18	8	50	17·2	—			—			—			—			0	15	0	—			0	15	0
12	12	11	10	6	51	11·8	2	16	8	1	10	0	—			50	8	4	—			27	0	0	a27	0	0
14	17	14	6	3	54	10·3	—			1	10	0	—			20	0	0	—			—			—		
22	21	7	7	–	57	11·	—			—			—			18	0	0	1	16	8	—			1	16	8
44	23	7	6	–	80	9·6	1	1	10	—			—			21	0	0	2	3	6	—			2	3	6
40	8	7	4	–	59	10·	0	17	9	—			—			29	6	8	—			—			—		
29	14	15	11	–	69	9·	0	13	8	1	10	0	—			24	6	8	0	12	0	—			a0	12	0
32	18	7	4	–	61	11·4	0	10	0	1	10	0	—			19	0	0	—			—			—		

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
143	6942	Lacken, . .	CarrowmorePalmer,		R.C.	–	R.C.	67	36	103	56	36	92	37
144	6945	Bekan, . .	Bekan, . .		–	R.C.	R.C.	130	120	250	78	72	150	65
145	7016	Kilcoleman, .	Claremorris, f.		R.C.	–	R.C.	–	118	118	–	68	68	45
146	7017	Kilasser, . .	Blackpatch, . .		R.C.	–	R.C.	61	55	116	40	40	80	36
147	7018	Do. . .	Carramore, . .		R.C.	–	R.C.	164	108	272	84	60	144	66
148	7054	Kilmore Moy, .	Gulleens, No. 2, f.		R.C.	–	R.C.	35	39	74	23	24	47	21
149	7076	Do. . .	Cross, . f.		–	R.C.	R.C.	–	134	134	–	96	96	47
150	7077	Ballynahaglish, .	Pontoon, . .		R.C.	–	R.C.	38	49	87	36	34	70	34
151	7176	Lacken, . .	Rathlacken, . .		R.C.	–	R.C.	63	44	107	46	36	82	32
152	7218	Killasser, . .	Callow, . f.		R.C.	–	R.C.	–	124	124	–	66	66	29
153	7313	Killala, . .	Killala, . f.		R.C.	–	R.C.	–	99	99	–	63	63	38
154	7327	Kilbeagh, . .	Roosky, . .		R.C.	–	R.C.	147	72	219	75	39	114	47
155	7338	Achill, . .	Duogh, . .		R.C.	–	R.C.	61	32	93	50	23	73	44
156	7347	Kilcommon, .	Belmullet, . m.		R.C.	–	R.C.	127	–	127	80	–	80	46
157	7369	Kiledan, . .	Bracloon, . .		R.C.	–	R.C.	402	–	402	165	–	165	68
158	7373	Kildacommoge,.	Keeloges, . m.		R.C.	–	R.C.	99	–	99	44	–	44	23
159	7374	Ballintubber, .	Ballintubber, .	v.c.	R.C.	–	R.C.	55	55	110	39	42	81	41
160	7398	Attymos, . .	Treenlaur, temp.		–	R.C.	R.C.	87	57	144	46	32	78	31
161	7408	Crossmolina, .	Rathmore, . .		R.C.	–	R.C.	98	80	178	56	52	108	43
162	7482	Kilmore Moy, .	Tully Egan, .		R.C.	–	R.C.	55	43	98	38	31	69	29
163	7519	Kilbeagh, .	Cloonta, . .		R.C.	–	R.C.	64	50	114	34	28	62	32
164	7529	Kildacommoge,'	Keeloges, . f.		R.C.	–	R.C.	–	84	84	–	52	52	25
165	7521	Kilcommon, .	Inver, . .		R.C.	–	R.C.	102	44	146	65	25	90	36
166	7571	Ballysakeery, .	Ballybroney, .		–	E.C.	E.C.	24	40	64	9	26	35	19
167	7614	Belcomer, .	Bangor, . .		R.C.	–	R.C.	64	46	110	40	28	68	28
168	7654	Kilbeagh, .	Cloonlyon, . .		R.C.	–	R.C.	92	64	156	52	33	85	49
169	7655	Do. . .	Gorthoon, . .		R.C.	–	R.C.	107	57	164	56	31	87	33
170	7656	Do. . .	Glan, . . .		R.C	–	R.C.	110	97	207	74	81	155	66
171	7657	Do. . .	Tawnyinah, .		R.C.	–	R C.	92	86	178	55	53	108	63
172	7706	Kilcommon, .	Geesala, . .		R.C.	–	R.C.	72	29	101	49	20	69	35
173	7749	Robeen, . .	Ballygarries, .		R.C.	–	R.C.	137	113	250	93	62	155	73
174	7750	Kilcoleman, .	Derrinacarta, .		R.C.	–	R.C.	101	45	146	84	49	133	49
175	7777	Do. . .	Cloghans, . .	v.c.	–	R.C.	R.C.	119	84	203	69	50	119	62
176	7795	Shrule, . .	Shrule, . m.		R.C.	–	R.C.	183	–	183	118	–	118	63
177	7796	Do. . .	Do. . . f.		R.C.	–	R.C.	–	115	115	–	86	86	54
178	7806	Kilcoleman, .	Kilmore, .		R.C.	–	R.C.	48	27	75	29	21	50	38
179	7816	Do. . .	Loughaunnamon, .	v.c.	–	E.C.	R.C.	86	52	138	59	35	94	64
180	7835	Kilcommon, .	Glencastle, . .		R.C.	–	R.C.	57	46	103	36	22	58	24
181	7879	Do. . .	Doolough, . .		R.C.	–	R.C.	70	50	120	38	24	62	28
182	7903	Do. . .	Fishing Station,[b] .	v.c.	–	E.C.	–	--	–	–	–	–	–	–
183	7921	Achill, . .	Achillbeg, . .		R.C.	–	R.C.	24	13	37	24	8	32	23
184	7922	Burrishoole, .	Rossgalive, . .		R.C.	–	R.C.	58	34	92	35	21	56	20
185	7987	Ballinakill, .	Innisboffin, . m.		R.C.	–	R.C.	131	–	131	94	–	94	47
186	7988	Do. . .	Cloonamore, f.		R.C.	–	R.C.	–	84	84	–	66	66	38
187	8006	Crossboyne, .	Crossboyne, .		–	E.C.	R.C.	79	54	133	49	34	83	46
188	8012	Kilfian, . .	Ballinkinletra, .		R.C.	–	R.C.	77	52	129	46	33	79	29
189	803	Kilmolara, .	The Neale, . .		E.C.	–	E.C.	27	23	50	24	22	46	21
190	8061	Kilcommon, .	Barnatrana, . .		R.C.	–	R.C.	72	34	106	37	16	53	24
191	8117	Aghamore, .	Doogary, . .		–	R.C.	R.C.	98	59	157	51	33	84	40
192	812	Kilcommon, .	Doohooma, . .		R.C.	–	R.C.	77	28	105	66	24	84	40
193	8134	Turlough, .	Crimlin, . .		R.C.	–	R.C.	71	71	142	50	46	96	48
194	8154	Kilcommon, .	Doona, . .		R.C.	–	R.C.	54	42	96	33	30	63	26
195	8160	Kilcoleman, .	Cross, . m.		R.C.	–	R.C.	127	–	127	80	–	80	40
196	8161	Do. . .	Do. . . f.		R.C.	–	R.C.	–	98	98	–	86	86	43
197	8212	Bohola, . .	Carrowgalda, .		R.C.	–	R.C.	60	66	126	36	46	82	28
198	8228	Kilcoleman, .	Ballaghaderreen, i.		–	R.C.	R.C.	35	69	104	22	40	62	29
199	8284	Do. . .	Ballymonelly, .	v.c.	–	E.C.	R.C.	18	16	34	13	13	26	17
200	8291	Manulla, . .	Prizon, . f.		–	R.C.	R.C.	–	96	96	–	65	65	40
201	8298	Ballycroy, .	Trienlaur, . .		R.C.	–	R.C.	17	64	81	12	49	61	29
202	8307	Aughavale, .	Westport, No. 2, .		–	E.C.	E.C.	54	35	89	36	27	63	42
203	8309	Achill, . .	Bunacurry, . .		R.C.	–	R.C.	16	35	51	15	27	42	22
204	8337	Lackagh, . .	Banagher, . .		R.C.	–	R.C.	47	47	94	35	38	73	21
205	8348	Killgever, .	Inishturk, . .		–	E.C.	R.C.	17	16	[c]33	11	12	[c]23	[c]10

[a] Residence free.

[b] No returns; school closed during greater part of the year.

1863.—Province of CONNAUGHT: County of MAYO—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in aid of Salary.								
							In Books, Requisites, and Apparatus at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.									
I. Book.	II. Book.	Sequels.	III. Book.	IV. and Higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	School Fees.			Endowments, &c.			Total.		
																			£	s.	d.	£	s.	d.
34	20	11	19	12	96	11·3		—		1	10	0		—		39	8	4	1	0	0	10	0	0	11	0	0
74	36	35	8	1	154	9·1	1	1	6		—			—		18	0	0	5	19	4	1	0	0	[a]6	19	4
63	12	9	6	–	90	10·	1	2	9	1	10	0		—		24	0	0	3	10	0		—		3	10	0
35	26	20	7	4	92	9·5	0	10	3	1	10	0		—		22	0	0	0	19	8		—		0	19	8
84	60	17	21	7	189	10·	2	1	9	1	10	0	3	10	0	46	0	0	4	8	2		—		4	8	2
29	15	5	5	–	54	7·8	0	5	0	1	10	0		—		20	0	0	1	4	7		—		1	4	7
62	26	20	10	6	124	10·	1	0	3	1	10	0		—		36	10	0		—		17	0	0	[a]17	0	0
45	8	6	7	–	66	10·5	0	8	1	1	10	0		—		16	0	0	0	9	0		—		0	9	0
56	21	9	3	–	89	9·8		—		1	10	0		—		8	6	8		—			—			—	
49	20	5	3	3	80	11·9	0	14	1	1	10	0		—		28	0	0	0	16	6		—		0	16	6
29	17	11	8	6	71	8·3		—			—		1	0	0	33	16	8	3	2	0		—		3	2	0
55	37	8	13	10	123	9·4	1	6	10		—			—		42	0	0		—			—			—	
37	21	2	10	5	75	8·9	0	14	3		—			—		40	6	8		—			—			—	
29	18	8	14	17	86	11·8	1	3	8		—		4	0	0	35	16	8	7	1	0		—		7	1	0
98	61	27	17	9	212	9·5	2	19	3		—			—		66	15	0	7	9	4		—		7	9	4
22	27	14	8	1	72	10·7	0	4	9		—			—		18	0	0	0	6	0		—		0	6	0
28	29	24	10	3	94	9·	1	5	8		—			—		41	3	4	2	7	6	5	0	0	7	7	6
47	16	7	3	–	73	9·7	0	12	10		—			—		18	0	0	0	9	10		—		0	9	10
34	48	16	8	–	106	10·9	1	6	8		—			—		32	0	0		—			—			—	
32	17	13	11	–	73	10·5	0	10	9		—		1	0	0	19	5	0	0	4	3		—		0	4	3
37	17	4	6	4	68	10·9	0	10	0		—			—		34	0	0	1	4	0		—		1	4	0
33	12	9	2	1	57	8·2	0	7	6		—			—		16	0	0	0	19	9		—		0	19	9
48	29	17	12	–	106	10·	0	11	3		—			—		19	15	0	0	15	3		—		0	15	3
21	10	9	10	–	50	8·6	0	3	3		—			—		15	5	0		—			—			—	
41	16	13	11	–	81	11·1	0	13	8	1	10	0		—		18	0	0		—			—			—	
66	24	10	5	4	109	9·8	0	12	8	1	10	0		—		18	0	0	1	0	0		—		1	0	0
44	27	18	4	–	93	8·8	0	6	1	1	10	0		—		18	0	0	2	8	0		—		2	8	0
117	31	13	8	4	173	8·	1	7	5	1	10	0		—		24	8	4	0	7	0		—		0	7	0
105	25	16	12	3	161	8·5	0	15	6	1	10	0	1	0	0	39	6	8	3	0	0		—		3	0	0
48	11	–	19	7	85	10·2	0	10	9	1	10	0		—		18	0	0		—			—		[a]	—	
59	39	38	20	15	171	10·7	4	3	9	2	5	0		—		37	5	0	8	0	0		—		8	0	0
80	35	13	12	6	146	9·8	1	4	6	1	10	0	1	10	0	41	0	0	3	15	0	1	0	0	4	15	0
45	50	22	12	6	135	10·	3	0	9		—			—		38	0	0	5	11	0		—		5	11	0
47	26	17	20	17	127	9·	1	9	3	2	5	0		—		37	0	0	4	8	8	10	0	0	[a]14	8	8
36	14	13	11	4	78	9·	0	14	4	1	17	6		—		34	0	0	3	17	11	10	0	0	[a]13	17	11
14	32	8	21	–	75	10·6	2	10	8	1	10	0		—		14	0	0	4	10	6		—		4	10	6
61	37	12	9	–	119	11·3	1	11	6	1	10	0		—		48	3	4		—		5	0	0	5	0	0
18	18	4	12	–	52	10·2	0	9	6	1	10	0		—		24	0	0	1	8	6		—		1	8	6
24	26	18	13	2	83	9·6		—		1	10	0	1	10	0	27	18	4		—			—			—	
–	–	–	–	–	–	–		—		1	10	0		—		6	11	3		—			—			—	
17	8	6	3	–	34	8·3	0	5	11		—			—		8	15	0		—			—			—	
29	14	11	3	–	57	9·5	0	12	0		—			—		18	0	0		—			—			—	
47	23	23	8	2	103	9·4	0	18	4		—			—		36	13	4		—			—			—	
28	19	6	6	–	59	9·	0	10	0		—		2	10	0	28	3	4		—			—			—	
62	25	10	2	3	102	11·6	0	15	4		—			—		26	15	0	8	2	6		—		8	2	6
32	26	14	14	–	86	12·3	0	14	3		—			—		24	0	0		—			—			—	
33	10	–	7	–	50	8·9	0	6	5		—			—		15	15	0	0	12	0	13	0	0	13	12	0
39	18	11	5	–	73	9·5		—			—		1	0	0	15	0	0	2	0	0		—		2	0	0
43	33	10	6	–	92	9·3	1	3	6		—			—		21	0	0	1	3	9		—		1	3	9
44	32	7	18	4	105	10·9	0	17	8		—			—		18	0	0	2	0	0		—		[c]2	0	0
41	18	17	9	–	85	10·4		—			—			—		16	10	0	3	18	11		—		3	18	11
19	13	12	10	–	54	11·2		—			—			—		17	12	2		—			—			—	
55	24	11	5	4	99	9·2		—			—			—		28	0	0	0	5	0		—		0	5	0
29	28	18	17	6	98	10·6	1	1	1		—			—		24	0	0	0	10	9		—		0	10	9
46	17	24	1	1	89	9·7	0	13	9		—			—		25	11	8		—			—			—	
54	14	–	–	–	68	7·3	0	5	0		—			—		16	0	0	0	7	10	4	0	0	4	7	10
22	11	–	1	–	34	9·9	0	13	10	4	10	0		—			—			—		5	0	0	[c]5	0	0
34	33	8	2	–	77	9·5	0	11	7	1	10	0		—		18	0	0	3	2	5		—		3	2	5
48	12	–	6	–	66	8·6	1	7	0	1	10	0		—		16	0	0		—		10	0	0	[a]10	0	0
27	17	10	14	8	76	9·9	3	14	3	2	12	1		—		28	16	8	11	5	6		—		[a]11	5	6
21	15	5	5	–	46	8·		—		1	10	0		—		16	0	0		—			—			—	
44	21	7	21	1	94	9·8	0	14	5	1	10	0		—		10	12	6		—			—			—	
–	–	–	–	–	–	–	0	11	5	1	10	0		—		11	5	0		—			—			—	

[a] Taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females.	Total.	Males.	Females	Total.	
206	8391	Kilmovee, .	Kilmovee, No. 2, m.		R.C.	–	R.C.	181	–	181	98	–	98	45
207	8392	Do. .	Do. . . f.		R.C.	–	R.C.	–	141	141	–	100	100	58
208	8402	Clare Island, .	Lecarrew, . .		R.C.	–	R.C.	61	38	99	30	19	49	18
209	8410	Kilgarvan, .	Carra, . .		R.C.	–	R.C.	105	108	213	58	62	120	46
210	8412	Kilmaine, .	Kilmaine,[b] . .		E.C.	–	–	–	–	–	–	–	–	–
211	8452	Aughagower, .	Aughagower, .		R.C.	–	R.C.	57	64	121	30	35	65	22
212	8471	Killala, . .	Killala, . .		R.C.	–	R.C.	29	27	56	14	16	30	15
213	8481	Doonfeeny, .	Ballycastle, No. 2,		E.C.	–	R.C.	16	22	38	8	12	20	10
214	8538	Kilgarvan, .	Bofield, . .		R.C.	–	R.C.	101	57	158	50	29	79	33
215	8547	Achill Island, .	Valley, . m.		R.C.	–	R.C.	70	–	70	50	–	50	25
216	8548	Do. . .	Do. . . f.		R.C.	–	R.C.	–	58	58	–	40	40	27
217	8559	Kilmore, . .	Kilmore Erris, f.		R.C.	–	R.C.	–	73	73	–	44	44	23
218	8560	Do. . .	Shanahee, . .		R.C.	–	R.C.	57	46	103	40	23	63	32
219	8590	Becan, . .	Lurganboy, . .		R.C.	–	R.C.	110	75	185	56	39	95	38
220	8619	Knock, . .	Knock, . .		–	R.C.	R.C.	88	71	159	67	51	118	68
221	8620	Templemore, .	Knocksaxon, .		R.C.	–	R.C.	43	27	c70	25	29	c54	c28
222	8700	Mayo, . .	Mayo, . .		R.C.	–	R.C.	96	67	c163	62	49	c111	c51
223	8710	Kilbeagh, .	Toanroe, . .		R.C.	–	R.C.	127	82	209	67	46	113	53
224	8736	Kilmore Erris, .	Aughleam, . .		R.C.	–	R.C.	40	35	75	21	19	40	21
225	8737	Doonfeeny, .	Palm Hill, . .		–	R.C.	R.C.	46	36	82	29	19	48	18
226	8740	Templemore, .	Cloongee, . m.	v.c.	–	E.C.	R.C.	86	–	86	71	–	71	50
227	8741	Do. . .	Do. . . f.	v.c.	–	E.C.	R.C.	–	69	69	–	59	59	40
228	8757	Kilcommon Erris	Carratigue, . .		R.C.	–	R.C.	44	23	67	38	15	53	23
229	8825	Killedan, . .	Treenaghleragh, .		R.C.	–	R.C.	187	100	287	96	57	153	69
230	8826	Kilbride, . .	Kilbride, . .		R.C.	–	R.C.	35	34	c69	25	28	c53	c28
231	8884	Kilcommon, .	Glencullen, . .		R.C.	–	R.C.	50	34	84	31	17	48	20
232	8892	Kilcoleman, .	Claremorris, m.		R.C.	–	R.C.	172	–	172	109	–	109	70
233	8907	Kilmore Moy, .	Charles-street, Ballina, . .		Pres.	–	Pres.	43	73	116	27	55	82	53
234	8908	Doonfeeny, .	Ballycastle, No. 3,		Pres.	–	Pres.	21	16	37	17	12	29	16
235	8928	Ballycroy, .	Tallagh, . .		R.C.	–	R.C.	64	44	108	42	18	60	27
236	9030	Killedan, .	Cleeragh, . .		R.C.	–	R.C.	131	100	231	67	64	131	54
237	9040	Ballysakeery, .	Newtown White, .		E.C.	E.C.	E.C.	54	54	108	35	33	68	33
238	9041	Becan, . .	Ballyhaunis, .		R.C.	–	R.C.	108	61	169	82	46	128	81
239	9107	Bohola, . .	Lismirrane, .		R.C.	–	R.C.	221	169	390	107	84	191	78
240	9115	Westport, .	Derrygorman, .		R.C.	–	R.C.	85	79	164	56	46	102	54
241	9116	Innisboffin, .	Innishark, . .		R.C.	–	R.C.	34	23	57	28	24	52	29
242	9117	Turlough, .	Park, . . .		R.C.	–	R.C.	55	40	95	53	33	86	45
243	9118	Kilmaine, .	Kilmaine, . m.		R.C.	–	R.C.	96	–	96	79	–	79	42
244	9119	Do. . .	Do. . . f.		R.C.	–	R.C.	–	87	87	–	71	71	34
245	9239	Kilconduff, .	Tumgesh, . .		R.C.	–	R.C.	85	–	85	48	–	48	38
246	9240	Aghamore, .	Aghamore, . .		R.C.	–	R.C.	39	33	72	39	33	72	c63
247	9255	Mayo, . .	Facefield, . .		R.C.	–	R.C.	49	41	90	49	41	90	80
248	9256	Ballyhean, .	Westland, . .		E.C.	–	E.C.	27	24	51	27	24	51	c21
			Total of Ordinary Schools, 248, .					18,484	13779	32,263	11,440	8,937	20,377	9,961
			AGRICULTURAL, CONVENT, POOR LAW UNION, AND PRISON SCHOOLS.											
1	1058	Castlemore, .	Brusna Ordinary Ag.		R.C.	–	R.C.	175	136	311	95	74	169	81
2	1074	Kilcoleman, .	Ballaghaderin do.		R.C.	–	R.C.	231	–	231	155	–	155	88
3	1412	Kilturra, . .	Doocastle do.	v.t.	–	R.C.	R.C.	122	–	122	78	–	78	40
4	4692	Ballynahaglish, .	Carrogorra do.		R.C.	–	R.C.	74	89	163	57	58	115	51
5	7075	Cong, . .	Cross do.		–	R.C.	R.C.	191	–	191	119	–	119	59
6	5215	Kilmore Moy, .	Ballina Convent, f.		–	R.C.	R.C.	120	509	629	104	474	578	273
7	7713	Killconduff, .	Swineford do.		–	R.C.	R.C.	–	548	548	–	367	367	179

[a] Residence free.

[b] School closed.

1863.—Province of Connaught: County of Mayo—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
39	33	17	9	5	103	8·5	0 10 3	—	—	54 0 0	1 4 0	—	1 4 0	
30	25	23	13	13	104	9·8	1 15 3	1 10 0	2 15 0	54 8 4	4 12 6	—	4 12 6	
43	18	2	10	–	73	9·	0 10 3	1 10 0	—	15 0 0	0 10 0	—	a0 10 0	
79	16	24	13	–	132	9·2	0 6 2	1 10 0	—	31 8 0	0 9 0	—	0 9 0	
–	–	–	–	–	–	–	—	—	—	—	—	—	—	
27	13	13	9	4	66	9·3	0 5 0	1 10 0	—	18 0 0	0 19 2	—	a0 19 2	
26	1	6	9	8	50	8·6	0 4 9	1 10 0	—	14 4 11	—	6 0 0	a6 0 0	
8	3	–	9	–	20	9·5	—	1 10 0	—	18 2 6	—	12 0 0	12 0 0	
55	11	11	3	–	80	11·5	—	—	—	33 18 4	—	—	—	
21	14	–	10	–	45	9·	0 7 4	—	0 15 0	23 6 8	—	—	—	
24	6	5	8	–	43	9·	0 5 0	—	—	20 0 0	—	—	—	
29	12	9	1	5	56	11·1	—	—	—	13 16 8	—	—	—	
24	27	11	13	–	75	9·7	0 13 0	—	—	18 0 0	2 0 0	—	2 0 0	
68	55	17	8	–	148	12·	0 18 0	—	—	24 0 0	2 10 0	1 0 0	3 10 0	
34	65	35	14	3	151	9·	1 13 10	—	—	18 0 0	5 4 6	—	5 4 6	
–	–	–	–	–	–	–	0 10 1	—	—	16 0 0	—	—	—	
79	41	13	5	1	139	9·	1 2 8	—	—	19 13 4	6 14 6	4 0 0	10 14 6	
87	45	16	6	3	157	9·	1 14 7	—	—	21 10 0	2 7 6	—	2 7 6	
34	11	1	5	–	51	9·5	0 6 10	—	—	13 12 2	1 12 7	—	1 12 7	
17	12	7	2	–	38	10·5	0 8 3	—	—	21 17 6	—	—	—	
45	22	11	5	–	83	9·6	0 13 9	5 0 0	—	8 13 4	0 15 6	—	0 15 6	
45	14	4	4	–	67	9·3	0 14 10	5 0 0	—	7 0 0	0 4 6	—	0 4 6	
51	9	4	5	–	69	8·8	—	—	—	18 0 0	2 0 11	—	2 0 11	
65	71	34	27	5	202	8·2	1 15 0	—	—	44 3 4	4 18 2	—	4 18 2	
24	12	5	6	–	47	8·3	0 7 0	—	—	14 0 0	—	—	—	
33	14	7	1	–	55	11·5	1 15 10	—	—	15 0 0	0 19 8	—	0 19 8	
43	36	18	11	19	127	10·1	—	—	—	33 0 0	—	—	—	
37	21	15	13	–	86	8·7	5 11 4	—	—	28 10 0	—	23 0 0	23 0 0	
9	4	6	2	3	24	6·	2 5 10	—	—	18 6 8	5 0 0	—	5 0 0	
33	25	13	7	–	78	9·8	—	—	—	20 13 4	1 0 0	—	1 0 0	
81	39	24	11	–	155	9·	2 6 1	—	—	33 3 4	3 0 0	4 0 0	7 0 0	
47	18	9	3	–	77	7·6	5 10 2	—	—	15 3 4	—	10 0 0	10 0 0	
85	39	20	25	–	169	10·3	0 17 3	—	—	20 10 0	15 0 0	—	15 0 0	
173	70	29	18	–	290	10·7	4 18 10	5 0 0	—	22 3 4	6 10 8	—	6 10 8	
68	32	24	12	2	138	10·	1 0 7	4 10 0	—	31 10 0	5 6 6	—	5 6 6	
39	7	3	1	–	50	9·	0 10 0	4 0 0	—	14 0 0	—	—	—	
36	28	22	9	–	95	10·2	0 14 5	4 10 0	—	31 13 4	3 10 4	—	3 10 4	
34	25	20	9	–	88	11·8	2 5 2	4 10 0	—	14 0 0	8 0 0	—	8 0 0	
36	21	18	5	–	80	9·2	1 4 10	4 10 0	—	14 0 0	2 16 3	—	2 16 3	
49	25	–	11	–	85	10·4	1 17 7	4 0 0	—	—	—	—	—	
–	–	–	–	–	–	–	2 16 1	4 10 0	—	—	5 10 0	—	5 10 0	
27	24	21	11	7	90	12·	—	—	—	—	1 2 0	—	1 2 0	
–	–	–	–	–	–	–	—	—	—	—	—	10 0 0	10 0 0	
10,339	6,234	3,307	2,443	807	23,130		261 15 1	185 19 10	138 0 0	6,668 0 10	499 14 4	378 18 6	878 12 10	
78	72	38	17	10	215	9·3	0 11 10	2 6 8	1 0 0	83 0 0	4 14 11	3 10 0	a8 4 11	
42	59	40	18	11	170	10·2	3 15 10	2 19 4	5 0 0	76 8 4	12 0 0	12 0 0	24 0 0	
47	11	14	20	7	99	9·5	0 10 3	1 10 0	8 0 0	51 15 0	3 0 0	5 0 0	8 0 0	
77	28	14	10	–	129	9·3	1 4 4	—	—	33 18 4	1 0 0	—	1 0 0	
68	38	15	14	11	146	10·	4 0 6	1 10 0	—	48 8 3	1 0 0	14 0 0	a15 0 0	
408	126	28	38	29	629	6·5	8 15 11	—	7 0 0	95 10 5	2 10 0	—	2 10 0	
292	62	22	13	8	397	9·6	9 13 1	8 0 9	7 15 0	60 13 4	6 19 3	—	6 19 3	

a Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

AGRICULTURAL, CONVENT, POOR LAW

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
8	3859	Kilmore Moy, .	Ballina Workhouse,		–	Poor Law Guards.	R.C.	74	153	227	51	85	136	94
9	4253	Aglish, . .	Castlebar do.		–		R.C.	37	30	67	21	21	42	38
10	4727	Oughaval, .	Westport do.		–		R.C.	73	53	126	39	30	69	41
11	4895	Kilconduff, .	Swineford do.		–		R.C.	50	68	118	34	44	78	46
12	5117	Ballinrobe, .	Ballinrobe do.		–		R.C.	53	113	166	37	70	107	77
13	6143	Kilcoleman, .	Claremorris do.		–		R.C.	48	32	80	20	14	34	30
14	6198	Burrishoole, .	Newport do.		–		R.C.	33	23	56	24	17	41	28
15	8474	Kilmore, . .	Belmullet do.		–		R.C.	58	54	112	37	39	76	50
16	9221	Killala, . .	Killala do.		–		R.C.	20	21	41	18	21	39	38
17	3412	Aglish, . .	Castlebar Gaol, .		–	Gov. of Gaol.	R.C.	79	14	93	21	5	26	24
			Total of Special Schools, 17, .					1,438	1,843	3,281	910	1,319	2,229	1,237
			Grand Total for Co. Mayo, 265, .					19,922	15,622	35,544	12,350	10,256	22,606	11,198

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	1080	Aughrim, . .	Rodeen, . .		R.C.	–	R.C.	124	96	220	100	73	173	74
2	1081	Boyle, . .	Boyle, . m.		R.C.	–	R.C.	280	–	280	181	–	181	98
3	1082	Do. . .	Do. . . f.		R.C.	–	R.C.	–	221	221	–	194	194	94
4	1083	Cam, . .	Carrick, . .	V.T.	R.C.	–	R.C.	56	64	120	33	40	73	32
5	1086	Kilkeevan, .	Castlerea, . m.		R.C.	–	R.C.	157	–	157	88	–	88	49
6	1087	Do. . .	Termon, . .		R.C.	–	R.C.	73	46	119	59	39	98	47
7	1344	Dysart, . .	Ballintleva, . m.	A.	–	R.C.	R.C.	121	–	121	68	–	68	29
8	1345	Kiltoom, . .	Ballybay, . f.	V.T.	R.C.	–	R.C.	–	183	183	–	82	82	42
9	1524	Dysart, . .	Ballintleva, . f.	A.	–	R.C.	R.C.	–	97	97	–	59	59	28
10	1558	Kiltoom, . .	Famore, . .	V.T.	–	E.C.	R.C.	89	50	139	53	37	90	35
11	1681	Lissonuffy, .	Carniskagh, . m.	V.T.	R.C.	–	R.C.	128	–	128	87	–	87	39
12	1753	Elphin, . .	Elphin, . m.		R.C.	–	R.C.	148	–	148	96	–	96	50
13	1850	Killukin, . .	Cortober, . m.	V.T.	R.C.	–	R.C.	177	–	177	113	–	113	67
14	1860	Kiltoom, . .	Ballybay, . m.		R.C.	–	R.C.	173	–	173	87	–	87	34
15	2327	Kilcolagh, .	Mantua, . m.		R.C.	–	R.C.	162	–	162	98	–	98	42
16	2328	Do. . .	Do. . . f.		R.C.	–	R.C.	–	151	151	–	96	96	37
17	2427	Kiltevan, . .	Kiltevan, . m.	V.T.	R.C.	–	R.C.	117	–	117	74	–	74	39
18	2494	Killukin, . .	Cortober, . f.	V.T.	R.C.	–	R.C.	–	169	169	–	117	117	72
19	2854	Boyle, . .	Doon, . .		R.C.	–	R.C.	87	–	87	55	–	55	30
20	2864	Kilronan, . .	Greaghnafarna, .		R.C.	–	R.C.	86	82	168	63	61	124	70
21	2915	Lissonuffy, .	Curraghroe, m.	V.T.	R.C.	–	R.C.	182	–	182	107	–	107	47
22	2916	Do. . .	Do. . . f.	V.T.	R.C.	–	R.C.	–	184	184	–	99	99	40
23	2967	Boyle, . .	Kiltycreightan, .		R.C.	–	R.C.	61	50	111	41	33	74	33
24	2968	Kilcorkey, .	Bellanagare, m.		R.C.	–	R.C.	152	–	152	89	–	89	43
25	2969	Do. . .	Do. . . f.		R.C.	–	R.C.	–	107	107	–	99	99	45
26	2970	Boyle, . .	Deerpark, . .		R.C.	–	R.C.	37	36	73	30	28	58	31
27	3070	Lissonuffy, .	Carniskagh, f.	V.T.	R.C.	–	R.C.	–	109	109	–	83	83	35
28	3120	Ardcarn, . .	Crosna, . m.		R.C.	–	R.C.	77	9	86	50	7	57	28
29	3121	Do. . .	Do. . . f.		R.C.	–	R.C.	44	91	135	26	56	82	40
30	3456	Roscommon, .	Roscommon, m.		R.C.	–	R.C.	315	–	315	216	–	216	88
31	3506	Boyle, . .	Corrigeenroe, f.		R.C.	–	R.C.	–	110	110	–	77	77	39
32	3582	Do. . .	Drum and Erris, .		R.C.	–	R.C.	75	40	115	50	21	71	40
33	3591	Athleague, .	Athleague, . m.		R.C.	–	R.C.	148	–	148	82	–	82	39
34	3604	Drum, . .	Cornafulla, . f.	A.	–	R.C.	R.C.	–	110	110	–	64	64	31
35	3611	Kilteevan, .	Kilteevan, . f.	V.T.	R.C.	–	R.C.	–	109	109	–	62	62	29
36	3695	Elphin, . .	Elphin, . f.		R.C.	–	R.C.	–	156	156	–	89	89	40
37	3910	Tibohine, .	Lisdrumneill, .	V.T.	R.C.	–	R.C.	158	135	293	101	91	192	90
38	3911	St. John's, .	St. John's, . .	V.T.	R.C.	–	R.C.	46	39	85	36	31	67	27
39	3961	Tibohine, .	Frenchpark, .	V.T.	R.C.	–	R.C.	135	–	135	77	–	77	45

* Residence free.

1863.—Province of Connaught: County of Mayo—*continued.*

Union, and Prison Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
102	16	9	10	12	149	9·6	5 5 4	2 5 0	4 10 0	—	—	—	—
30	9	6	1	–	46	7·5	0 13 8	—	1 10 0	—	—	—	—
70	21	12	7	–	110	8·4	3 8 5	—	—	—	—	—	—
43	21	9	5	–	78	9·5	1 8 0	—	5 0 0	—	—	—	—
86	13	8	15	6	128	8·	4 5 4	—	13 0 0	—	—	—	—
35	10	2	–	–	47	7·	—	—	—	—	—	—	—
19	8	9	2	–	38	8·	—	1 10 0	1 10 0	—	—	—	—
47	7	4	2	2	62	9·	2 5 9	1 10 0	—	—	—	—	—
24	15	4	–	–	43	7·	—	4 0 0	—	—	—	—	—
8	12	7	5	–	32	20·	15 0 0	—	5 0 0	—	—	—	—
1,476	528	241	177	96	2,518		46 13 3	25 11 9	59 5 0	449 13 8	31 4 2	34 10 0	65 14 2
11,815	6,762	3,548	2,620	903	25,648		308 8 4	211 11 7	197 5 0	7,117 14 6	530 18 6	413 8 6	944 7 0

ROSCOMMON—179 Schools.

88	61	29	15	5	198	10·4	2 14 1	—	3 0 0	38 16 8	2 10 0	—	2 10 0
61	55	39	28	23	206	10·	3 16 6	—	3 10 0	80 18 4	8 0 6	—	8 0 6
89	46	25	22	14	196	7·9	2 6 1	—	—	59 0 0	2 6 1	—	2 6 1
31	11	13	11	9	75	10·5	0 10 11	—	—	41 0 0	2 0 0	—	2 0 0
61	16	9	13	2	101	9·2	2 5 6	2 19 2	1 0 0	54 3 4	12 0 0	—	12 0 0
70	28	17	4	–	119	11·5	1 2 0	—	—	24 0 0	1 10 8	2 0 0	3 10 8
23	19	17	16	5	80	10·7	0 12 3	—	—	18 0 0	1 11 6	—	1 11 6
43	30	12	17	5	107	9·2	0 13 10	—	2 10 0	34 13 4	0 6 8	—	0 6 8
18	18	12	15	–	63	9·3	0 12 3	—	—	24 0 0	1 16 2	—	1 16 2
30	24	20	10	–	84	8·1	—	—	1 0 0	27 5 0	0 17 6	10 0 0	10 17 6
38	21	21	12	4	96	9·5	0 12 5	—	—	24 0 0	2 18 0	—	2 18 0
33	38	22	6	9	108	10·2	3 1 8	—	—	24 0 0	4 18 6	—	4 18 6
34	30	25	12	15	116	10·1	1 11 4	1 17 6	2 0 0	56 0 0	6 10 7	—	6 10 7
32	24	39	13	17	125	13·	0 15 4	—	—	29 5 0	0 10 3	—	0 10 3
31	40	10	12	6	99	10·	1 0 4	1 10 0	—	30 0 0	4 1 6	—	4 1 6
40	34	6	9	5	94	9·6	1 0 4	1 17 6	3 0 0	28 13 4	1 11 0	—	1 11 0
21	24	16	13	4	78	11·7	1 9 3	—	—	46 3 4	4 14 6	—	4 14 6
25	39	24	30	11	129	11·5	1 4 0	—	—	47 0 0	8 2 10	—	8 2 10
19	22	4	11	3	59	10·	1 2 9	—	—	20 0 0	2 5 10	—	2 5 10
47	40	37	15	11	150	10·3	1 16 10	—	1 0 0	60 0 0	5 0 0	—	5 0 0
68	41	11	4	2	126	8·9	1 9 8	—	—	36 3 4	1 2 4	—	1 2 4
75	28	13	12	4	132	9·6	0 19 9	—	—	16 0 0	1 10 0	—	1 10 0
30	18	15	5	6	74	10·	0 10 6	—	—	26 0 0	4 0 0	—	4 0 0
47	22	10	11	9	99	11·	1 13 9	—	—	21 6 8	0 9 0	—	0 9 0
36	24	19	7	7	93	11·	1 14 4	—	1 10 0	29 10 0	1 15 0	—	1 15 0
23	12	10	18	–	63	9·3	0 10 6	—	—	18 0 0	2 3 9	—	2 3 9
32	28	18	12	–	90	10·8	1 0 6	—	—	22 0 0	1 2 6	—	1 2 6
12	25	9	10	7	63	9·	0 16 0	—	—	34 0 0	3 15 0	—	3 15 0
24	27	18	18	17	104	9·	0 17 4	—	3 0 0	47 13 4	3 14 0	—	3 14 0
107	62	36	21	11	237	10·3	0 10 0	—	1 10 0	50 5 0	12 5 10	—	12 5 10
11	31	17	10	14	83	10·	2 3 11	—	4 10 0	39 8 10	2 6 0	—	2 6 0
35	19	30	18	10	95	10·2	1 15 11	—	—	24 0 0	4 11 5	—	4 11 5
28	26	4	10	1	69	10·7	2 1 0	—	1 10 0	33 3 4	4 0 0	—	4 0 0
22	24	6	3	8	63	10·7	0 12 0	—	—	24 0 0	1 11 3	—	1 11 3
27	14	29	2	–	72	10·5	1 7 8	—	—	16 0 0	2 2 0	—	2 2 0
40	26	19	15	8	108	9·6	1 15 8	—	—	16 0 0	3 6 0	—	3 6 0
111	73	37	16	5	242	9·5	2 15 8	—	2 0 0	52 16 8	8 0 2	1 5 0	9 5 2
25	19	11	7	12	74	10·1	—	—	—	32 0 0	0 17 2	—	0 17 2
36	32	14	13	6	101	10·1	2 0 4	—	1 0 0	32 12 6	7 10 6	—	7 10 6

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
40	3963	Tisrara, . .	Tessaragh, . .	v.t.	R.C.	–	R.C.	95	100	195	54	58	112	51
41	4099	Kilmeane, .	Ballymurry, f.		R.C.	–	R.C.	–	96	96	–	68	68	30
42	4101	Killummod, .	Finnor, . .		R.C.	–	R.C.	69	58	127	51	44	95	48
43	4104	Fuerty, . .	Fuerty, . .		R.C.	–	R.C.	121	72	193	67	44	111	51
44	4111	Kiltrustan, .	Kiltrustan, . m.	v.c.	R.C.	–	R.C.	90	–	90	55	–	55	33
45	4112	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	101	101	–	63	63	28
46	4195	St. Peter's, .	Deerpark, . m.	v.t.	R.C.	–	R.C.	148	–	148	91	–	91	45
47	4196	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	103	103	–	59	59	32
48	4217	Kilcolagh, .	Ballinameen, m.		R.C.	–	R.C.	169	–	169	113	–	113	51
49	4368	Athleague, .	Athleague, . f.		R.C.	–	R.C.	–	166	166	–	112	112	53
50	4392	Bumlin, . .	Strokestown, m.		R.C.	–	R.C.	140	–	140	87	–	87	54
51	4490	Clonfinlough, .	Clonfree, . m.	v.t.	R.C.	–	R.C.	155	–	155	100	–	100	47
52	4491	Do. . .	Do. . . f.	v.t.	R.C.	–	R.C.	–	135	135	–	95	95	41
53	4519	Kilcolagh, .	Knockglas, . m.		R.C.	–	R.C.	119	–	119	84	–	84	32
54	4603	Kilronan, .	Ballyfarnon, No. 1,		R.C.	–	R.C.	63	65	128	39	45	84	39
55	4799	Tibohine, .	Frenchpark, f.	v.c.	R.C.	–	R.C.	–	174	174	–	112	112	56
56	4800	Termonbarry, .	Roosky, . m.	v.c.	R.C.	–	R.C.	130	–	130	84	–	84	40
57	4801	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	156	156	–	91	91	47
58	4955	Killinvoy, .	Knockcroghery, m.	v.c.	R.C.	–	R.C.	115	–	115	80	–	80	36
59	4956	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	91	91	–	69	69	34
60	5216	Kilmore, . .	Kilmore, . .		E.C	–	E.C.	103	89	192	60	56	116	54
61	5220	Ardcarn, . .	Woodbrook, .	v.c.	–	E.C.	R.C.	86	80	166	48	43	91	55
62	5407	Clooncreff, .	Kinard, . .		R.C.	–	R.C.	65	33	98	40	19	59	30
63	5611	Killummod, .	Croghan, . .		R.C.	–	R.C.	105	62	167	71	46	117	71
64	5650	Clonfinlough, .	Aughnadarry, .	v.c.	R.C.	–	R.C.	128	121	249	86	76	162	83
65	5658	Termonbarry, .	Whitehall, . .		R.C.	–	R.C.	63	85	148	43	62	105	39
66	5733	Tibohine, .	Kingsland, . .		R.C.	–	R.C.	105	88	193	73	65	138	67
67	5811	Kilgefin, . .	Ballagh, . .	v.c.	R.C.	–	R.C.	155	137	292	98	85	183	84
68	5843	Taughmaconnell,	Taughmaconnell, m.		R.C.	–	R.C.	150	–	150	84	–	84	33
69	5844	Elphin, . .	Killynagh, . .		R.C.	–	R.C.	117	–	117	75	–	75	40
70	5845	Creagh, . .	Creagh, . .		R.C.	–	R.C.	114	35	149	64	19	83	39
71	5923	Elphin, . .	Elphin, No. 2, m.		E.C.	–	E.C.	126	–	126	72	–	72	43
72	5924	Do. . .	Do., No. 2, f.		E.C.	–	E.C.	–	105	105	–	70	70	38
73	5973	Clontuskert, .	Ballyleague, .	v.c.	R.C.	–	R.C.	76	76	152	55	51	106	54
74	6100	Kilronan, .	Keadue, . m.		–	E.C	R.C.	93	–	93	68	–	68	41
75	6101	Do. . .	Do. . . f.		–	E.C.	R.C.	–	72	72	–	49	49	27
76	6166	Kilbride, . .	Carrownalasson, .	v.c.	R.C.	–	R.C.	89	71	160	58	41	99	41
77	6158	Kilkeevin, .	Castlereagh, f.		R.C.	–	R.C.	–	203	203	–	118	118	60
78	6298	Kilnamanagh, .	Callow, . m.	v.c.	R.C.	–	R.C.	72	–	72	55	–	55	34
79	6299	Do. . .	Do. . . f.	v.c.	R.C.	–	R.C.	–	115	115	–	80	80	37
80	6344	Fuerty, . .	Castlecoote, f.		R.C.	–	R.C.	58	95	153	35	56	91	35
81	6357	Elphin, . .	Clooncullaan, .		R.C.	–	R.C.	87	61	148	53	41	94	44
82	6417	Tumna, . .	Cootehall, . .		R.C.	–	R.C.	51	69	120	33	49	82	48
83	6466	Athleague, .	Scardane, . .		R.C.	–	R.C.	92	128	220	62	87	149	62
84	6682	Kilronan, .	Greaghacorragh, .		–	E.C.	R.C.	89	87	176	40	43	83	42
85	6683	Taughmaconnell,	Taughmaconnell, f.		R.C.	–	R.C.	–	117	117	–	74	74	29
86	6777	Kilglass, . .	Knockhall, . .		R.C.	–	R.C.	112	90	202	60	53	113	55
87	6908	Bumlin, . .	Strokestown, f.		R.C.	–	R.C.	–	114	114	–	59	59	33
88	7040	Clooncreff, .	Cuilmore, . .		–	R.C.	R.C.	88	62	150	52	36	88	41
89	7041	Elphin, . .	Flaskagh, . .		R.C.	–	R.C.	61	81	142	36	54	90	56
90	7055	Drumatemple, .	Drumatemple, f.		–	R.C.	R.C.	–	161	161	–	96	96	40
91	7078	Taughmaconnell,	Castlesampson, .		R.C.	–	R.C.	85	74	159	48	45	93	33
92	7094	Kilronan, . .	Cartron, . .		R.C.	–	R.C.	42	52	94	28	29	57	29
93	7195	Moore, . .	Mount Welcome, .	v.c.	–	Pres.	R.C.	100	81	181	63	44	107	40
94	7203	Elphin, . .	Killinagh, . f.		R.C.	–	R.C.	–	142	142	–	80	80	31
95	7287	Ardcarn, . .	Bridgecarton, m.		R.C.	–	R.C.	107	–	107	69	–	69	34
96	7288	Do. . .	Do. . . f.		R.C.	–	R.C.	–	115	115	–	79	79	36
97	7328	Bumlin, . .	Cordrummon, .		–	E.C.	R.C.	86	76	162	54	47	101	45
98	7382	Tibohine, .	Loughlynn, . f.		–	R.C.	R.C.	–	188	188	–	137	137	76
99	7399	Ardcarn, . .	Woodfield, . m.		R.C.	–	R.C.	143	–	143	93	–	93	37
100	7400	Do. . .	Do. . . f.		R.C.	–	R.C.	–	77	77	–	63	63	34
101	7401	Do. . .	Laphoil, . m.		R.C.	–	R.C.	70	–	70	52	–	52	27
102	7402	Do. . .	Clegna, . m.		R.C.	–	R.C.	116	–	116	77	–	77	45

[a] Residence free.

1863.—Province of CONNAUGHT: County of ROSCOMMON—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
56	35	17	15	7	130	11·7	1 5 4	—	—	44 5 0	1 0 0	--	1 0 0	
27	33	3	16	4	83	9·	0 10 3	1 10 0	1 10 0	24 0 0	1 9 0	--	1 9 0	
21	33	23	14	8	99	10·2	1 18 10	1 17 6	1 10 0	53 0 0	6 8 6	—	6 8 6	
75	35	15	5	6	136	12·	0 12 3	1 17 6	—	38 0 0	2 0 0	--	[a]2 0 0	
20	22	14	4	5	65	9·8	0 13 4	—	—	18 0 0	3 10 0	—	3 10 0	
20	18	25	2	–	65	9·2	0 8 9	—	—	16 0 0	1 0 9	—	1 0 9	
45	10	28	12	11	106	11·3	1 8 1	—	2 0 0	27 3 4	1 16 5	—	1 16 5	
25	12	17	14	5	73	9·3	1 0 10	—	—	26 0 0	2 7 4	—	2 7 4	
36	37	22	19	10	124	10·7	2 8 5	1 17 6	—	43 0 0	5 10 0	—	5 10 0	
58	35	12	6	5	116	9·3	1 9 6	—	—	29 11 8	3 0 0	—	3 0 0	
38	33	15	10	3	99	9·2	1 18 0	—	1 0 0	30 6 8	11 4 6	—	11 4 6	
43	16	30	15	3	107	9·5	1 13 9	—	—	18 0 0	7 16 6	—	7 16 6	
41	30	21	3	5	100	10·7	1 11 0	—	—	15 3 4	1 14 0	—	1 14 0	
28	23	18	7	4	80	8·5	0 18 10	—	—	19 10 0	2 13 0	—	2 13 0	
44	25	15	6	6	96	10·	1 1 11	—	—	31 3 4	1 11 3	—	1 11 3	
44	20	19	13	2	98	9·	2 0 9	—	—	24 0 0	5 2 6	—	5 2 6	
38	40	6	7	5	96	11·9	2 6 4	1 10 0	1 10 0	40 15 0	4 9 6	—	4 9 6	
35	33	15	9	4	96	10·5	5 1 7	1 17 6	3 0 0	39 3 4	3 4 6	—	3 4 6	
30	20	19	10	5	84	9·6	1 6 3	—	—	28 0 0	1 14 6	—	1 14 6	
26	21	10	8	12	77	10·	—	—	—	19 0 0	1 17 6	—	1 17 6	
57	42	21	13	2	135	13·	1 5 2	—	—	26 0 0	—	—	—	
38	22	11	19	4	94	9·	1 4 6	1 17 6	—	35 15 0	5 2 0	—	5 2 0	
24	22	13	12	8	79	11·5	0 11 8	1 10 0	—	28 0 0	3 3 0	—	3 3 0	
21	50	31	13	14	129	10·5	3 0 3	2 5 0	—	33 10 0	4 13 6	—	4 13 6	
82	63	24	13	11	193	9·2	2 16 10	—	6 0 0	52 0 0	6 7 0	—	6 7 0	
34	45	8	11	6	104	11·5	1 0 4	—	—	28 0 0	1 0 0	—	1 0 0	
53	58	43	7	4	165	9·5	2 0 6	—	—	26 0 0	2 15 0	—	2 15 0	
77	74	25	27	9	212	7·9	1 15 3	—	1 0 0	59 10 0	6 2 9	—	6 2 9	
27	39	9	5	3	83	10·1	1 12 8	—	—	19 3 4	0 3 0	—	0 3 0	
16	22	21	12	13	84	11·4	2 1 3	—	1 0 0	44 10 0	5 11 3	8 0 0	[a]13 11 3	
37	37	1	22	4	101	9·	1 2 7	—	1 0 0	30 0 0	3 2 10	—	3 2 10	
41	11	10	7	10	79	10·	1 0 3	2 12 8	1 10 0	24 10 0	—	—	—	
35	14	13	7	3	72	10·2	0 10 0	—	—	16 0 0	—	—	—	
49	27	13	11	7	107	9·	1 2 3	—	1 0 0	43 10 0	1 15 3	0 10 0	2 5 3	
8	12	25	13	13	71	12·4	2 10 2	—	5 10 0	69 0 0	4 10 0	10 0 0	[a]14 10 0	
11	9	12	14	7	53	11·1	1 11 0	—	3 0 0	44 18 4	1 10 0	10 0 0	[a]11 10 0	
40	44	10	11	–	105	8·9	1 14 7	1 17 6	—	25 0 0	1 10 0	—	1 10 0	
68	43	14	12	–	137	12·5	1 10 5	3 4 7	—	37 16 8	6 7 7	—	6 7 7	
24	17	7	5	6	59	9·4	1 2 3	—	—	25 0 0	2 0 5	—	2 0 5	
38	23	18	6	7	92	10·	0 16 5	—	2 10 0	28 10 0	1 8 2	—	1 8 2	
64	22	14	9	4	113	11·7	1 7 0	1 10 0	—	14 0 0	0 15 0	—	[a]0 15 0	
50	37	10	9	5	111	9·5	0 16 2	1 10 0	—	15 0 0	2 3 6	—	2 3 6	
18	33	12	14	4	81	8·5	1 10 6	1 17 6	—	25 6 8	3 8 0	—	3 8 0	
84	34	32	14	–	164	9·6	1 6 3	1 17 6	—	31 16 8	2 15 0	—	2 15 0	
36	26	34	11	8	115	9·8	1 0 7	—	—	42 0 0	2 1 0	5 0 0	[a]7 1 0	
34	22	14	4	1	75	11·8	—	1 10 0	—	15 6 8	0 14 5	—	0 14 5	
62	34	19	6	4	125	10·7	0 15 0	—	—	30 6 8	7 18 0	—	7 18 0	
40	26	7	2	1	76	10·	1 1 8	—	—	20 0 0	2 18 8	—	2 18 8	
30	22	23	20	3	98	10·8	1 0 0	1 17 6	—	42 0 0	4 0 0	—	4 0 0	
20	45	22	16	6	109	10·9	2 11 11	1 17 6	—	48 0 0	4 11 3	12 0 0	16 11 3	
65	37	8	8	–	118	10·3	—	—	—	25 15 0	0 10 0	—	0 10 0	
61	29	12	2	–	104	9·	1 1 11	1 10 0	—	16 10 0	0 1 0	—	0 1 0	
30	11	6	2	–	49	8·5	1 3 6	1 10 0	—	17 12 6	—	—	—	
39	49	13	4	4	109	10·5	1 17 3	1 10 0	—	37 6 8	6 2 8	12 0 0	18 2 8	
17	29	22	16	5	89	10·2	0 10 10	—	3 0 0	31 10 0	3 6 6	5 0 0	8 6 6	
28	20	10	12	6	76	8·7	1 3 10	—	—	15 0 0	3 13 0	—	3 13 0	
18	19	25	11	10	83	9·7	1 15 11	—	—	32 0 0	3 8 0	—	3 8 0	
57	34	16	11	7	125	9·3	3 10 5	2 17 0	—	31 15 0	1 8 6	20 0 0	21 8 6	
65	45	30	18	5	163	10·8	1 10 0	—	3 10 0	60 5 0	2 6 0	15 14 4	[a]18 0 4	
36	22	21	21	18	118	10·4	1 1 7	—	—	30 0 0	4 0 0	—	4 0 0	
22	15	13	8	13	71	9·3	0 17 6	—	—	22 0 0	4 0 0	—	4 0 0	
14	10	12	9	12	57	10·9	1 5 6	—	—	15 15 0	—	—	—	
24	25	12	19	11	91	9·	1 16 6	—	—	17 18 10	2 2 0	—	2 2 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
103	7496	Drumatemple,	Drumatemple, m.		–	R.C.	R.C.	186	–	186	91	–	91	37
104	7524	St. John's,	Lloyd,		R.C.	–	R.C.	72	81	153	48	47	95	38
105	7701	Kilronan,	Keadue, i.		–	E.C.	R.C.	46	94	140	33	67	100	58
106	7704	Kiltullagh,	Cloonfad,		R.C.	–	R.C.	119	73	192	68	37	105	54
107	7742	Lissonuffy,	Derryhanny,		–	E.C.	R.C.	39	38	77	27	23	50	25
108	7797	Ardcarn,	Kilfaughna, f.		R.C.	–	R.C.	51	80	131	39	63	102	39
109	7808	Tumna,	Laughill, f.		R.C.	–	R.C.	–	71	71	–	59	59	33
110	7810	Ardcarn,	Ballyfermoyle, f.		R.C.	–	R.C.	23	66	89	17	46	63	27
111	7851	Do.	Clegna, f.		R.C.	–	R.C.	–	89	89	–	76	76	41
112	7852	Kilmore,	Dangan, m.		R.C.	–	R.C.	185	–	185	113	–	113	51
113	7853	Do.	Do. f.		R.C.	–	R.C.	–	209	209	–	122	122	50
114	7863	Kilronan,	Mountallen, m.		R.C.	–	R.C.	90	–	90	62	–	62	34
115	7864	Do.	Do. f.		R.C.	–	R.C.	–	105	105	–	63	63	32
116	7981	Tumna,	Drumboylan,		R.C.	–	R.C.	142	–	142	76	–	76	38
117	7985	Ardcarn,	Derreenargan, m.		R.C.	–	R.C.	75	–	75	52	–	52	31
118	7997	Kilglass,	Slatta,		R.C.	–	R.C.	60	59	119	41	36	77	29
119	8032	Carn,	Brideswell,		R.C.	–	R.C.	105	78	183	64	43	107	58
120	8041	Tissara,	Mount Talbot,		R.C.	–	R.C.	43	61	104	33	48	81	43
121	8051	Kilukin,	Clasagarry,		–	E.C.	R.C.	74	67	141	52	50	102	50
122	8096	Killinvoy,	Mount Plunket,		–	R.C.	R.C.	60	96	156	52	73	125	43
123	8111	Ardcarn,	Derreenargan, f.		R.C.	–	R.C.	–	84	84	–	62	62	28
124	8112	Tumna,	Drumboylan, f.		R.C.	–	R.C.	–	101	101	–	70	70	28
125	8135	Kiltevan,	Clooncellan,		R.C.	–	R.C.	98	68	166	75	55	130	55
126	8139	Bassilick,	Rathmile, f.		–	R.C.	R.C.	–	105	105	–	88	88	56
127	8200	Oran,	Cloonicolgan,		R.C.	–	R.C.	88	65	153	69	51	120	50
128	8239	St. Peter's,	Clonown, m.		R.C.	–	R.C.	107	–	107	75	–	75	40
129	8240	Do.	Do. f.		R.C.	–	R.C.	–	63	63	–	51	51	25
130	8250	Creagh,	Newtown,		R.C.	–	R.C.	90	50	140	50	26	76	33
131	8292	Kilcolagh,	Ballinameen, f.		R.C.	–	R.C.	–	260	260	–	135	135	59
132	8376	Tibohine,	Cloonarrow, m.		R.C.	–	R.C.	105	–	105	76	–	76	37
133	8377	Do.	Do. f.		R.C.	–	R.C.	–	119	119	–	79	79	39
134	8411	Do.	De Freyne, m.		R.C.	–	R.C.	154	–	154	85	–	85	38
135	8499	Oran,	Runnamoat,		R.C.	–	R.C.	42	98	140	27	65	92	34
136	8561	Boyle,	Corrigeenroe, m.		R.C.	–	R.C.	84	–	84	57	–	57	32
137	8570	Tibohine,	Lisacull, m.		R.C.	–	R.C.	226	–	226	142	–	142	67
138	8571	Do.	Do. f.		R.C.	–	R.C.	–	238	238	–	158	158	76
139	8581	Do.	De Freyne, f.		R.C.	–	R.C.	–	116	116	–	72	72	32
140	8638	Kilronan,	Ballyfarnon, No. 2,		–	E.C.	E.C.	141	94	235	75	64	139	65
141	8648	Drum,	Drumpark, m.		R.C.	–	R.C.	84	–	84	46	–	46	23
142	8649	Do.	Do. f.		R.C.	–	R.C.	–	94	94	–	56	56	29
143	8683	Ardcarn,	Ardeash,		R.C.	–	R.C.	78	52	130	50	36	86	39
144	8701	Tooma,	Lustia,		–	E.C.	E.C.	65	34	99	36	20	56	24
145	8738	Kilglass,	Ballyfeeny,		–	E.C.	R.C.	111	134	245	58	76	134	52
146	8812	Boyle,	Doon, f.		R.C.	–	R.C.	–	71	71	–	56	56	28
147	8820	Kilkeevin,	Cloonsuck, f.		R.C.	–	R.C.	–	128	128	–	92	92	48
148	8834	Kilcorkey,	Tully,		–	E.C.	R.C.	92	62	154	53	33	86	49
149	8872	Boyle,	Tangier,		–	Diss.	Diss.	46	46	92	23	23	46	34
150	8876	Eastersnow,	Knockroe,		R.C.	–	R.C.	74	71	145	49	38	87	34
151	8920	Bumlin,	Strokestown,		E.C.	–	E.C.	43	34	77	28	26	54	38
152	8945	Boyle,	Tivanagh,		R.C.	–	R.C.	65	47	112	52	38	90	40
153	8980	Kiltullagh,	Granlahan, f.		R.C.	–	R.C.	–	168	168	–	147	147	52
154	8991	Clontuskert,	Weekfield,		R.C.	–	R.C.	68	89	157	43	49	92	37
155	8992	Clonfinlough,	Clooncagh,		–	Chris.	R.C.	92	57	149	53	33	86	45
156	9014	Creagh,	Attirory, m.		R.C.	–	R.C.	94	–	94	61	–	61	30
157	9015	Do.	Do. f.		R.C.	–	R.C.	–	74	74	–	41	41	22
158	9103	Boyle,	Ardsallagh,		R.C.	–	R.C.	41	48	89	36	42	78	44
159	9104	Creeve,	Boheroe,		R.C.	–	R.C.	27	71	98	24	64	88	49
160	9140	Ogulla,	Tulsk,		–	E.C.	R.C.	92	60	152	70	49	119	63
161	9200	Kilglass,	Druminardly,		R.C.	–	R.C.	46	46	92	43	43	86	67
162	9208	Tibohine,	Mullen,		R.C.	–	R.C.	56	74	130	51	60	111	58
163	9216	St. Peter's,	Cloonakilla, m.		R.C.	–	R.C.	69	–	69	53	–	53	36
164	9217	Do.	Do. f.		R.C.	–	R.C.	–	69	69	–	60	60	39
165	9218	Boyle,	Grange,		R.C.	–	R.C.	65	59	124	51	48	99	55

[a] Residence free.

1863.—Province of CONNAUGHT : County of ROSCOMMON—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.									Amount of Local Emoluments received in Aid of Salary.								
							In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.								
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	School Fees.			Endowments, &c.			Total.		
							£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
71	33	16	10	–	130	10·	1	11	5		—			—		18	2	6	0	7	0		—		0	7	0
32	36	17	19	–	104	10·4		—			—			—		26	0	0	1	3	6	5	0	0	6	3	6
42	30	26	16	–	114	6·	1	6	8	2	5	0	3	10	0	37	5	10	2	10	0	10	0	0	[a]12	10	0
63	59	8	12	–	142	10·	0	11	5	1	10	0	1	0	0	27	16	8	9	8	4	0	5	0	9	13	4
17	9	9	7	4	46	9·7	0	5	2	1	10	0		—		28	18	4	1	1	6	4	0	0	[a]5	1	6
38	31	14	11	7	101	9·5	1	8	8	1	17	6		—		16	0	0	2	0	0		—		2	0	0
18	8	10	10	5	51	10·3	0	11	6	1	10	0		—		15	10	0	1	18	0		—		1	18	0
28	12	8	8	6	62	8·	1	0	10	1	10	0		—		16	0	0	1	5	6		—		1	5	6
19	29	13	11	5	77	8·5	1	9	9	1	17	6	4	0	0	29	3	4	4	15	0		—		4	15	0
47	30	31	7	11	126	10·	1	11	1	1	10	0		—		27	16	8	1	10	3		—		1	10	3
49	43	36	10	6	144	8·	1	7	8	1	17	6	1	0	0	28	6	8	1	16	4		—		1	16	4
15	25	17	7	7	71	10·4	0	12	3	1	10	0		—		34	5	0	2	8	0		—		2	8	0
27	26	7	11	2	73	9·8	0	11	3	1	10	0	2	0	0	29	10	0	2	0	0		—		2	0	0
32	21	15	12	2	82	10·	0	10	0		—			—		17	0	0	2	10	0	1	0	0	3	10	0
16	10	11	10	11	58	9·6	0	10	4		—			—		34	0	0	3	15	6		—		3	15	6
43	23	15	8	–	89	10·	0	10	3		—			—		18	0	0	5	10	11		—		[a]5	10	11
74	22	6	12	10	124	9·3	0	18	7		—			—		34	0	0	2	13	0		—		2	13	0
43	23	7	5	4	82	9·2	0	12	3		—			—		16	0	0	0	16	9		—		2	16	9
25	34	23	18	9	109	11·3	2	0	6		—			—		27	6	8	6	10	6		—		6	10	6
46	27	16	13	7	109	10·	1	1	0		—			—		20	8	4	1	11	10		—		1	11	10
35	9	6	8	1	59	10·5	0	11	10		—			—		20	0	0	6	10	0		—		6	10	0
50	21	16	12	2	101	10·	0	5	3		—			—		15	10	0	3	0	0		—		3	0	0
32	68	10	16	4	130	9·5	1	17	4		—			—		25	0	0	5	1	8		—		5	1	8
44	23	32	5	4	108	10·3	1	5	0		—			—		24	0	0	—			6	0	0	6	0	0
75	54	13	6	5	153	10·2	2	0	10		—		1	0	0	38	0	0	1	17	5		—		1	17	5
28	27	20	15	9	99	10·5		—			—			—		24	0	0	4	3	6		—		4	3	6
15	17	14	6	2	54	9·	0	10	7		—			—		16	0	0	1	13	0		—		1	13	0
38	23	10	14	–	85	9·6	1	1	4		—			—		19	15	0	3	6	8		—		3	6	8
55	71	24	24	8	182	9·3	1	10	7	2	5	0		—		33	13	4	2	1	0		—		[a]2	1	0
34	23	13	10	1	81	9·9	2	6	3	1	10	0		—		29	0	0	4	9	6		—		4	9	6
33	31	14	5	2	85	10·9	1	7	3	1	17	6		—		16	0	0	3	8	0		—		3	8	0
43	25	21	6	6	101	9·9	2	6	10	1	10	0		—		34	13	4	5	3	0		—		[a]5	3	0
48	26	13	7	–	94	11·6	0	10	3		—			—		30	0	0	1	1	1		—		[a]1	1	1
22	23	14	6	1	66	9·3	1	7	6		—		0	16	8	28	5	0	2	13	6		—		2	13	6
46	66	33	21	10	176	10·3	1	7	3		—			—		59	10	0	2	19	6		—		2	19	6
50	58	19	13	12	152	10·3	1	16	6		—			—		32	16	8	1	8	9		—		1	8	9
29	20	13	7	–	69	9·	0	17	2		—			—		17	13	4	1	14	6		—		1	14	6
33	50	28	19	17	147	10·2	4	11	1	3	18	0	3	0	0	57	18	4	1	7	9	10	0	0	11	7	9
19	19	8	6	–	52	9·7	0	16	10		—			—		15	0	0	1	5	11		—		1	5	11
29	22	7	3	–	61	8·8	0	10	3		—			—		16	0	0	2	5	0		—		2	5	0
45	24	16	7	4	96	9·8	1	3	9		—			—		30	0	0	2	1	0		—		2	1	0
36	21	10	13	–	80	11·	1	6	1		—			—		13	6	8	0	8	6	10	0	0	10	8	6
62	47	16	18	8	151	10·5	4	1	0	2	19	7		—		23	12	0	11	12	0		—		11	12	0
18	18	11	6	6	59	9·7	1	1	10		—			—		14	0	0	2	2	6		—		2	2	6
55	25	8	4	–	92	10·2	1	3	0		—			—		14	0	0	3	0	0		—		3	0	0
47	30	12	6	1	96	9·7	1	0	6		—			—		24	0	0	1	8	6	6	0	0	[a]7	8	6
[b]–	–	–	–	–	–	–	1	2	3		—			—		20	3	4		—			—			—	
53	15	26	7	–	101	8·3	0	18	1		—			—		15	0	0	11	11	4		—		11	11	4
24	17	6	9	6	62	9·4	6	6	9	2	12	8	3	6	8	46	10	0	8	17	6	32	0	0	[a]40	17	6
52	24	12	13	2	103	8·4	0	11	0		—			—		15	0	0	2	0	0		—		2	0	0
48	37	23	19	1	128	10·	1	18	2		—			—		24	0	0	9	0	3		—		9	0	3
38	33	11	8	–	90	9·8	1	6	4		—			—		24	0	0	1	3	2		—		1	3	2
37	37	12	9	5	100	9·1	1	14	9		—			—		26	16	8	10	0	0		—		10	0	0
30	27	10	–	–	67	10·4	1	16	11		—			—		19	10	0	3	18	2		—		3	18	2
17	21	1	–	–	39	10·1	1	16	3		—			—		14	0	0	1	0	5		—		1	0	5
29	30	16	5	–	80	9·6	0	18	11	4	10	0		—		12	10	0	2	7	0		—		2	7	0
43	33	12	8	–	96	10·4	2	3	4	4	10	0		—		9	6	8	1	0	6		—		1	0	6
77	39	23	9	4	152	8·9	1	15	0	5	0	0		—		6	5	0	3	6	0	1	0	0	4	6	0
69	20	–	3	–	92	8·7	1	13	0	5	0	0		—		2	10	0	1	2	6		—		1	2	6
75	32	25	–	3	135	12·9	0	11	7	5	0	0		—		6	0	0	1	3	6		—		1	3	6
32	27	5	5	–	69	10·		—		4	10	0		—			—		1	3	7		—		1	3	7
33	26	6	4	–	69	10·1		—		4	0	0		—		5	6	8	1	8	2		—		1	8	2
70	30	17	7	–	124	9·5		—		5	0	0		—			—		0	18	0		—		0	18	0

[b] Returns not available. Attendance taken from Inspector's report.

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			Average Daily Attendance.
								Males.	Females	Total.	Males.	Females	Total.	
166	9219	Kilmore, . .	Ballagh, .		R.C.	–	R.C.	62	56	118	44	45	89	47
167	9257	Moor, . .	Derrylahan, .		R.C.	–	R.C.	51	35	86	36	24	60	47
			Total of Ordinary Schools, 167, .					11,782	11410	23,192	7,529	7,578	15,107	7,328
			AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	1607	Drum, . .	Cornafulla Ord.Agr.	A.	–	R.C.	R.C.	140	–	140	74	–	74	36
2	1866	Taghboy, . .	Ballyforan do.	V.C.	–	R.C.	R.C.	119	82	201	64	53	117	46
3	4100	Tibohine, .	Loughglynn do.		–	R.C.	R.C.	196	–	196	140	–	140	80
4	5783	St. John's, .	Glanduff do.		R.C.	–	R.C.	70	71	141	41	48	89	56
5	7292	Kilmeane, .	Ballymurray do.		R.C.	–	R.C.	91	–	91	63	–	63	33
6	8405	Dysart, . .	Ballymintan do.		–	E.C.	R.C.	133	90	223	74	57	131	63
7	7238	Roscommon, .	Roscommon Convt.f.		–	R.C.	R.C.	–	645	645	–	514	514	243
8	7722	St. Peter's, .	St. Peter's do. f.		–	R.C.	R.C.	–	696	696	–	399	399	199
9	3289	Boyle, . .	Boyle Workhouse,		–	P. L. Gds.	R.C.	78	81	159	42	57	99	87
10	3878	Roscommon, .	Roscommon do.		–	P. L. Gds.	R.C.	60	95	155	36	62	98	72
11	4933	Kilkevin, .	Castlerea do.		–	P. L. Gds.	R.C.	70	133	203	46	76	122	102
12	6122	Bumlin, . .	Strokestown do.		–	P. L. Gds.	R.C.	64	142	206	36	72	108	102
			Total of Special Schools, 12, .					1,021	2035	3,056	616	1,338	1,954	1,112
			Grand Total for Co. Roscommon, 179,					12,803	13445	26,248	8,145	8,916	17,061	8,447

COUNTY OF

		ORDINARY TOWN AND RURAL SCHOOLS.												
1	1090	Emlaghfad, .	Emlaghnaghtan, .	V.T.B.	R.C.	–	R.C.	74	53	127	52	34	86	42
2	1092	Kilmactigue, .	Largan, . .	V.T.	R.C.	–	R.C.	49	41	90	33	29	62	27
3	1093	Do. . .	Banada, . .	V.T.	R.C.	–	R.C.	239	155	394	131	69	200	69
4	1097	Kilmacallen, .	Greyfort, . .		R.C.	–	R.C.	110	58	168	72	39	111	52
5	1099	Kilcoleman, .	Monasterredan, m.		R.C.	–	R.C.	179	–	179	140	–	140	74
6	1100	Do. . .	Do. . . f.		R.C.	–	R.C.	–	147	147	–	145	145	54
7	1101	Kilmorgan, .	Kilmorgan, . .		R.C.	–	R.C.	52	53	105	48	44	92	40
8	1102	Kilshalvy, .	Killavel, . .	B.	R.C.	–	R.C.	196	140	336	127	86	213	80
9	1214	Achonry, . .	Carrowmore, m.	V.T.	R.C.	–	R.C.	109	111	220	60	77	137	56
10	1349	Kilmactigue, .	Kilmactigue, .	V.T.	R.C.	–	R.C.	202	155	357	119	80	199	61
11	1413	Ballysadare, .	Lissaneena, . m.		R.C.	–	R.C.	104	–	104	68	–	68	30
12	1414	Aghanagh, .	Gortalough, .	A.	R.C.	–	R.C.	83	88	171	59	67	126	71
13	1433	Kilmactranny, .	Geevagh, . f.	V.T.	R.C.	–	R.C.	–	148	148	–	97	97	45
14	1525	Ballysadare, .	Camphil, . f.	V.T.	R.C.	–	R.C.	–	126	126	–	88	88	41
15	1526	Do. . .	Lissaneena, f.		R.C.	–	R.C.	–	102	102	–	61	61	28
16	1682	Easky, . .	Clooneenmore, .	A.	R.C.	–	R.C.	119	108	227	65	59	124	46
17	1853	Achonry, . .	Tubbercurry, m.	V.T.	R.C.	–	R.C.	190	–	190	114	–	114	55
18	2013	Killerry, . .	Ballintogher, m.	A.	R.C.	–	R.C.	101	–	101	49	–	49	22
19	2032	Do. . .	Do. . . f.	A.	R.C.	–	R.C.	–	92	92	–	57	57	34
20	2536	Killaraght, .	Cloonloogh, .		R.C.	–	R.C.	63	51	114	56	46	102	51
21	2760	Dromard, .	Dromard, . .		R.C.	–	R.C.	47	37	84	36	28	64	32
22	2769	Kilmacshalgan,	Dromore, West, .		–	E.C.	R.C.	66	84	150	40	37	77	34
23	2859	Toomour, .	Keash, . .		R.C.	–	R.C.	95	55	150	66	36	102	56
24	2972	Killaspugbrone,	Grange Ormsby, .		R.C.	–	R.C.	61	46	107	39	33	72	38
25	2994	Skreen, . .	Ballinlig, . .		R.C.	–	R.C.	44	34	78	32	22	54	24
26	2996	Achonry, . .	Tubbercurry, f.	V.T.	R.C.	–	R.C.	–	236	236	–	132	132	56
27	3122	Kilmactranny, .	Highwood, . .		R.C.	–	R.C.	62	36	98	39	26	65	33
28	3138	Dromard, . .	Ballacutranta, .		R.C.	–	R.C.	98	88	186	64	51	115	64
29	3301	Ahamlish, .	Benbulben, . m.	V.T.	–	E.C.	R.C.	100	–	100	61	–	61	28

[a] Residence free.

1863.—Province of CONNAUGHT: County of ROSCOMMON—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
55	38	16	4	–	113	9·8	0 10 3	4 10 0	—	—	—	—	—
43	31	10	2	–	86	10·	—	—	—	—	0 13 1	—	0 13 1
6,658	4,911	2,703	1,769	863	16,904		222 17 7	128 8 3	91 3 4	4,675 19 8	520 15 4	196 14 4	717 9 8
35	30	8	7	12	92	10·6	0 12 2	—	1 0 0	41 18 4	2 9 7	20 0 0	22 9 7
67	17	23	9	–	116	10·	1 2 0	2 11 6	—	31 15 0	0 16 6	—	0 16 6
43	52	28	20	16	159	10·4	1 11 3	2 5 0	—	76 13 4	3 9 0	21 14 4	25 3 4
30	12	14	34	2	92	10·5	1 5 6	—	—	44 0 0	2 15 0	0 15 0	3 10 0
19	21	9	8	7	64	10·6	1 10 0	—	1 10 0	43 10 0	3 10 0	19 10 0	23 0 0
72	48	37	9	5	171	10·5	2 16 11	1 17 6	1 0 0	41 0 0	1 10 0	30 0 0	31 10 0
278	80	68	30	32	488	8·9	19 18 3	—	21 10 0	101 11 8	—	—	—
275	75	36	18	20	424	7·	2 0 0	4 2 6	11 0 0	77 18 4	—	—	—
44	25	17	11	8	105	8·7	2 14 9	—	7 10 0	—	—	—	—
48	21	14	6	5	94	9·5	1 9 5	2 5 0	2 10 0	—	—	—	—
107	17	9	1	–	134	8·1	4 17 6	—	4 10 0	—	—	—	—
82	23	16	7	4	132	9·	3 11 7	—	8 0 0	—	—	—	—
1,100	421	279	160	111	2,071		43 9 4	13 1 6	58 10 0	458 6 8	14 10 1	91 19 4	106 9 5
7,758	5,332	2,982	1,929	974	18,975		266 6 11	141 9 9	149 13 4	5,134 6 4	535 5 5	288 13 8	823 19 1

SLIGO—126 Schools.

32	20	22	16	1	91	9·5	1 19 7	—	—	35 5 0	4 10 0	—	4 10 0
39	24	14	5	4	86	9·6	0 11 0	—	—	18 0 0	0 10 0	—	0 10 0
138	39	24	1	7	209	9·7	1 18 7	—	—	70 3 4	1 5 0	1 2 6	2 7 6
44	46	27	18	10	145	11·2	1 15 11	1 17 6	—	37 0 0	3 17 9	—	3 17 9
50	54	23	13	12	152	11·	0 13 3	—	—	44 10 0	1 5 0	—	1 5 0
28	30	25	18	10	111	10·8	1 5 11	—	3 0 0	31 0 0	1 11 0	—	1 11 0
35	37	11	14	6	103	10·5	1 6 8	—	1 0 0	26 18 4	4 10 0	—	4 10 0
87	73	28	27	30	245	9·	2 7 0	—	—	74 0 0	4 13 9	—	4 13 9
49	79	18	9	–	155	10·	1 11 4	—	—	45 8 4	1 13 2	1 0 0	2 13 2
155	43	41	26	9	274	9·8	2 11 4	—	—	56 3 4	2 0 0	0 10 0	2 10 0
34	25	7	12	4	82	9·5	0 12 0	1 10 0	5 10 0	24 0 0	1 9 0	—	1 9 0
45	48	27	15	5	140	8·9	2 17 10	—	1 0 0	44 0 0	6 11 6	—	6 11 6
19	33	24	21	5	102	10·1	1 2 3	—	2 0 0	60 3 4	—	—	—
45	34	22	10	5	116	9·	0 10 3	—	—	22 10 0	0 19 0	—	0 19 0
19	24	10	8	5	66	10·9	0 17 9	—	—	24 0 0	0 7 6	—	0 7 6
77	39	19	12	8	155	9·2	1 16 0	—	—	28 0 0	1 0 0	1 10 0	2 10 0
62	45	19	7	9	142	10·8	1 5 3	—	7 0 0	62 10 0	7 18 4	1 0 0	8 18 4
14	22	9	8	8	61	11·1	1 1 0	—	—	28 0 0	2 7 6	—	2 7 6
22	15	12	9	4	62	10·2	1 11 3	—	—	33 13 4	1 12 0	—	1 12 0
52	18	17	11	12	108	10·5	1 2 3	2 5 0	—	31 0 0	2 15 0	—	2 15 0
28	21	10	8	–	67	10·1	1 10 11	1 10 0	—	18 0 0	5 4 4	10 0 0	15 4 4
39	29	18	3	–	89	8·1	0 6 5	—	—	24 10 0	0 14 6	1 0 0	1 14 6
20	19	33	21	21	114	10·2	2 8 5	1 17 6	5 0 0	51 0 0	22 8 6	10 0 0	32 8 6
32	22	12	12	–	78	8·6	0 10 11	—	—	20 0 0	1 4 8	—	1 4 8
27	19	11	5	–	62	9·3	0 14 4	—	—	16 13 4	1 17 6	—	1 17 6
85	49	7	15	3	159	11·9	1 5 3	—	—	32 0 0	2 6 0	0 5 0	2 11 0
20	14	11	9	5	59	10·2	0 10 0	—	—	24 0 0	2 7 0	2 15 0	5 2 0
54	25	27	11	17	134	9·2	3 8 6	—	—	33 1 8	5 0 0	—	5 0 0
13	25	17	14	12	81	11·9	0 15 0	—	—	30 16 8	0 7 4	20 0 0	20 7 4

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
30	3302	Ahamlish,	Benbulben, f.	v.t.	–	E.C.	R.C.	–	90	90	–	62	62	32
31	3337	Skreen,	Carrowcaslan,		R.C.	–	R.C.	63	54	117	52	37	89	40
32	3455	Do.	Carrownree,		R.C.	–	R.C.	86	59	145	64	35	99	53
33	3759	Ahamlish,	Grange,		R.C.	–	R.C.	172	118	290	110	70	180	79
34	3767	Emlaghfad,	Ballymote,		R.C.	–	R.C.	119	89	208	72	48	120	81
35	3774	Ahamlish,	Cliffoney, f.		–	E.C.	R.C.	–	145	145	–	98	98	55
36	3798	Killaspugbrone,	Strandhill,		R.C.	–	R.C.	42	23	65	25	13	38	21
37	3924	Easky,	Owenbeg,	v.t.	R.C.	–	R.C.	73	49	122	43	29	72	26
38	4105	Skreen,	Skreen,		R.C.	–	R.C.	70	78	148	45	50	95	39
39	4106	Templeboy,	Kilrusheighter,		R.C.	–	R.C.	89	84	173	61	64	125	61
40	4159	Kilfree,	Carn,		R.C.	–	R.C.	94	83	177	75	68	143	55
41	4160	Do.	Mullaghroe,		R.C.	–	R.C.	79	71	150	70	61	131	67
42	4161	Do.	Cloonanure,		R.C.	–	R.C.	127	93	220	106	69	169	83
43	4308	Templeboy,	Ballyeeskeen,		R.C.	–	R.C.	75	66	141	43	36	79	39
44	4353	Ahamlish,	Cliffoney, m.		–	E.C.	R.C.	196	–	196	102	–	102	53
45	4486	Achonry,	Achonry, m.	v.c.	E.C.	–	R.C.	127	–	127	90	–	90	48
46	4487	Do.	Do. f.	v.c.	E.C.	–	R.C.	–	83	83	–	59	59	33
47	4489	Kilmactigue,	Castlerock,	v.t.	R.C.	–	R.C.	71	78	149	39	46	85	40
48	4545	Castleconnor,	Corbally,		R.C.	–	R.C.	81	60	141	44	31	75	31
49	4618	Ahamlish,	Castlegal, m.		R.C.	–	R.C.	91	37	128	47	27	74	28
50	4619	Castleconnor,	Stokane,		R.C.	–	R.C.	83	95	178	50	53	103	41
51	4681	Kilfree,	Kilfree,		R.C.	–	R.C.	165	142	307	122	101	223	98
52	4802	Achonry,	Cloonacool, m.	v.c.	R.C.	–	R.C.	139	–	139	90	–	90	42
53	4803	Do.	Do. f.	v.c.	R.C.	–	R.C.	–	111	111	–	82	82	42
54	4904	Kilmacowen,	Kilmacowen,		R.C.	–	R.C.	88	40	128	63	26	89	42
55	5217	Shancough,	St. James's Well,		R.C.	–	R.C.	101	104	205	52	65	117	49
56	5261	Drumcliff,	Rathcormack, m.		R.C.	–	R.C.	129	–	129	71	–	71	28
57	5444	Calry,	Colgagh,		R.C.	–	R.C.	57	34	91	39	26	65	32
58	5612	Ahamlish,	Mullaghmore,		R.C.	–	R.C.	103	71	174	53	38	91	45
59	5925	Kilglass,	Inniscrone,		R.C.	–	R.C.	62	59	121	37	36	73	44
60	6080	Killoran,	Rockfield,		R.C.	–	R.C.	133	102	235	94	66	160	72
61	6103	Ahamlish,	Castlegal, f.		R.C.	–	R.C.	113	113	226	60	58	118	52
62	6159	St. John's,	Ballydoogan,		R.C.	–	R.C.	90	55	145	39	24	63	25
63	6196	Kilmactranny,	Derrynaslieve,		R.C.	–	R.C.	80	24	104	53	11	64	32
64	6197	Kilglass,	Culleens,		R.C.	–	R.C.	106	70	176	59	36	95	44
65	6249	Ballysumaghan,	Sooey,		R.C.	–	R.C.	70	85	155	46	55	101	47
66	6272	Ahamlish,	Breaghwy,		R.C.	–	R.C.	73	83	156	57	61	118	58
67	6379	Kilmacshalgan,	Lecarrow,		R.C.	–	R.C.	85	88	173	49	52	101	41
68	6385	Kilmactranny,	Kilmactranny, f.		R.C.	–	R.C.	17	64	81	11	52	63	37
69	6432	Kilvarnet,	Ballynacarrow,		R.C.	–	R.C.	60	60	120	42	39	81	44
70	6484	Achonry,	Curry,		R.C.	–	R.C.	262	177	439	117	87	204	86
71	6566	Killoran,	Cappagh,		R.C.	–	R.C.	75	67	142	57	49	106	44
72	6567	Kilmore Moy,	Corimbla,		R.C.	–	R.C.	68	47	115	41	30	71	27
73	6591	Killaraght,	Killaraght,		R.C.	–	R.C.	104	97	201	68	52	120	54
74	6896	Kilmore Moy,	Crocketstown, f.		R.C.	–	R.C.	87	93	180	59	55	114	53
75	6928	Kilmacallan,	Annagh, f.		R.C.	–	R.C.	68	70	138	47	47	94	45
76	7251	Cloonoghill,	Carroreagh,		R.C.	–	R.C.	84	93	177	56	60	116	44
77	7410	Ballysadare,	Ballysadare,		R.C.	–	R.C.	97	67	164	69	47	116	61
78	7411	Castleconnor,	Tully,		R.C.	–	R.C.	65	39	104	38	26	64	28
79	7412	Do.	Castleconnor,		R.C.	–	R.C.	40	51	91	27	34	61	28
80	7618	Kilmore Moy,	Mullanes,		R.C.	–	R.C.	164	102	266	84	58	142	46
81	7653	Castleconnor,	Carragarry,		R.C.	–	R.C.	59	43	102	32	24	56	25
82	7761	Achonry,	Bunnacrannagh,		R.C.	R.C.	R.C.	213	138	351	110	77	187	72
83	7873	Kilcoleman,	Clogher,		Pres.	–	Pres.	50	43	93	28	27	55	30
84	7874	Killadoon,	Mount Town,		R.C.	–	R.C.	59	59	118	45	37	82	32
85	7923	St. John's,	Carrowroe,		–	R.C.	R.C.	124	80	204	72	41	113	63
86	7962	Kilglass,	Quigebar,		R.C.	–	R.C.	57	34	91	48	28	76	43
87	8013	Ballynakill,	Coolbock,		R.C.	–	R.C.	104	84	188	71	59	133	65
88	8042	Toomour,	Caracrory,		–	E.C.	R.C.	68	56	124	51	43	94	44
89	8068	Kilmacallan,	Ross,		R.C.	–	R.C.	79	49	128	51	31	82	42
90	8086	Drumrat,	Culfada,		R.C.	–	R.C.	115	87	202	62	51	113	50
91	8119	Calry,	Carrickoneilleen,		R.C.	–	R.C.	46	31	77	35	26	61	28
92	8120	Easky,	Easky,		R.C.	–	R.C.	126	104	230	85	60	145	68

[a] Residence free.

1863.—Province of Connaught: County of Sligo—*continued.*

Rural Schools.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.			
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.	
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
16	21	17	9	10	73	9·6	0 19 6	—	—	35 3 4	0 16 1	15 0 0	15 16 1	
28	25	9	14	12	88	10·	1 2 0	—	1 0 0	39 11 8	5 8 4	—	5 8 4	
38	22	19	11	4	94	8·7	0 15 0	—	—	31 10 0	5 1 0	—	5 1 0	
59	52	36	27	17	191	8·6	1 16 2	—	—	45 0 0	3 12 2	—	3 12 2	
71	50	17	15	4	155	9·5	2 0 9	—	—	24 10 0	10 13 9	—	10 13 9	
14	22	28	12	18	86	11·6	1 13 2	—	—	50 0 0	3 7 8	25 0 0	[a]28 7 8	
9	14	13	4	2	42	9·	0 8 6	—	—	17 10 0	2 1 1	—	2 1 1	
40	28	10	7	1	86	8·9	0 12 10	—	—	15 0 0	0 8 6	0 7 6	0 16 0	
53	27	18	5	–	103	9·4	1 14 8	1 10 0	—	19 10 0	2 0 0	—	2 0 0	
49	44	20	22	3	138	9·4	1 14 6	1 17 6	—	38 0 0	6 12 0	5 14 6	12 6 6	
50	52	27	15	15	159	9·3	0 10 3	—	1 10 0	40 0 0	2 0 0	1 0 0	3 0 0	
46	44	34	17	8	149	8·8	1 6 3	—	5 0 0	50 0 0	2 10 0	—	2 10 0	
79	66	12	24	14	195	11·4	2 3 3	1 17 6	—	28 11 8	4 11 6	—	4 11 6	
35	34	14	12	2	97	9·8	2 9 1	—	—	22 10 0	1 15 9	—	1 15 9	
30	41	16	16	18	121	10·1	0 10 7	—	9 0 0	82 13 4	3 7 10	26 6 0	29 13 10	
27	36	14	8	12	97	9·9	1 6 2	—	0 10 0	49 10 0	8 7 0	—	[a]8 7 0	
17	21	10	12	–	60	11·	0 12 1	—	—	20 0 0	2 19 0	—	[a]2 19 0	
50	36	20	9	1	116	10·6	0 11 9	—	—	46 0 0	—	—	—	
45	23	11	10	7	96	8·9	1 14 7	—	—	34 0 0	2 10 0	—	2 10 0	
35	18	8	13	10	84	10·	—	—	1 10 0	25 13 4	—	10 0 0	10 0 0	
49	18	18	9	–	94	8·5	1 7 3	—	—	25 5 0	—	—	—	
94	66	39	21	5	225	10·9	1 4 4	—	—	53 0 0	0 5 6	—	0 5 6	
64	42	12	6	2	126	11·	—	2 5 0	3 0 0	47 0 0	1 0 1	—	1 0 1	
36	37	16	5	–	94	10·	0 19 2	1 17 6	2 0 0	33 16 8	0 7 0	—	0 7 0	
28	39	18	19	–	104	9·9	0 18 2	—	—	14 10 0	—	1 10 0	1 10 0	
38	33	21	15	5	112	11·7	0 13 0	—	—	21 15 0	4 0 0	1 0 0	[a]5 0 0	
31	28	11	5	6	81	10·2	0 14 11	1 10 0	—	26 11 8	0 12 8	—	0 12 8	
31	15	26	14	–	86	10·4	0 10 3	—	—	32 0 0	0 16 0	—	0 16 0	
45	37	20	17	7	126	9·4	1 0 4	—	2 10 0	50 0 0	1 6 9	10 0 0	11 6 9	
36	22	14	9	10	91	9·3	2 16 6	—	—	40 10 0	5 6 5	—	5 6 5	
63	42	25	34	12	176	10·6	3 7 6	—	5 0 0	51 10 0	5 8 0	—	5 8 0	
46	35	29	20	5	135	9·2	0 19 0	—	9 10 0	47 10 0	0 7 6	10 0 0	10 7 6	
21	25	25	7	–	78	9·2	0 10 1	—	—	18 0 0	1 19 11	—	1 19 11	
25	31	9	15	1	81	9·8	2 0 5	—	—	24 0 0	0 5 6	2 0 0	2 5 6	
48	36	17	8	5	114	9·9	2 1 3	—	—	32 0 0	1 2 6	—	1 2 6	
40	43	26	15	10	134	11·2	1 1 6	2 5 0	2 0 0	38 11 8	3 18 10	—	3 18 10	
71	34	6	8	8	127	8·3	1 14 10	1 10 0	1 10 0	45 8 4	0 18 0	—	0 18 0	
37	21	29	13	9	109	9·8	0 16 1	1 10 0	—	42 0 0	4 14 6	—	4 14 6	
29	15	14	11	–	69	7·6	0 11 6	—	—	31 3 4	0 14 10	—	0 14 10	
44	22	18	12	9	105	10·8	0 13 5	—	3 0 0	42 0 0	3 9 0	—	3 9 0	
106	80	39	20	11	256	9·6	3 1 7	—	8 10 0	57 5 0	1 11 0	—	1 11 0	
73	39	18	8	5	143	10·	1 12 0	—	—	22 12 2	0 10 0	—	0 10 0	
38	18	12	2	–	70	8·8	1 0 0	—	—	15 8 4	0 7 0	—	0 7 0	
56	44	18	9	4	131	10·5	1 12 3	—	—	32 0 0	4 5 0	—	4 5 0	
71	26	20	9	–	126	8·8	0 11 9	2 16 6	1 0 0	31 0 0	—	—	—	
35	34	14	13	7	103	7·8	1 17 11	—	—	36 0 0	2 0 0	—	2 0 0	
61	27	22	17	9	136	9·6	2 6 0	—	—	26 0 0	6 11 0	—	6 11 0	
60	32	21	20	10	143	9·4	0 19 5	—	—	44 0 0	2 0 6	—	2 0 6	
40	14	10	12	4	80	9·3	1 1 0	—	1 0 0	21 0 0	—	—	—	
33	12	11	2	1	59	7·8	1 3 8	—	—	16 0 0	0 8 0	—	0 8 0	
69	36	11	26	4	146	9·7	1 0 9	1 10 0	—	19 5 0	—	—	—	
30	19	10	7	1	67	7·8	0 10 3	1 10 0	—	24 0 0	—	1 0 0	[a]1 0 0	
117	62	26	25	14	244	9·9	1 4 5	—	—	61 16 8	3 10 0	—	3 10 0	
18	6	15	6	9	54	9·3	3 12 8	1 4 3	2 0 0	29 3 4	—	20 0 0	[a]20 0 0	
26	32	17	11	3	89	9·	0 6 0	—	—	24 0 0	1 0 6	—	1 0 6	
69	46	17	9	8	149	9·	2 2 3	—	5 10 0	50 13 4	8 0 0	—	[a]8 0 0	
24	21	12	20	4	84	10·3	2 9 3	—	3 0 0	31 13 4	6 0 0	—	6 0 0	
35	56	20	22	15	148	10·	3 12 6	—	2 10 0	35 5 0	7 10 6	—	[a]7 10 6	
37	44	18	8	6	113	9·2	2 4 9	—	—	18 0 0	6 0 0	—	6 0 0	
20	20	24	19	12	95	10·8	2 9 4	—	8 0 0	46 1 8	3 17 11	—	3 17 11	
54	36	30	7	8	135	9·1	1 2 8	—	—	38 0 0	3 10 0	3 0 0	6 10 0	
12	14	23	11	6	66	10·5	1 15 1	—	—	24 0 0	1 10 6	—	1 10 6	
62	62	29	15	6	174	10·	3 11 8	—	—	44 10 0	4 6 0	—	4 6 0	

I.—List of Schools in operation on the 31st December,

ORDINARY TOWN AND

Number.	Roll Number of School.	Parish.	School.	Vested or Non-Vested.	Religious Denomination of Manager or Correspondent.		Religious Denomination of Head Teacher.	Attendance for the Year.						Average Daily Attendance.
					Clerical.	Lay.		Total number of *distinct* Pupils on Rolls during the Year.			Average number of Pupils on Rolls.			
								Males.	Females	Total.	Males.	Females	Total.	
93	8176	Kilshalvey, .	Tunnagh, . .		R.C.	–	R.C.	79	79	158	56	61	117	45
94	8235	Calry, . .	Drumcashel, .		R.C.	–	R.C.	32	57	89	19	41	60	28
95	8463	Drumcliff, .	Rathcormack, f.		R.C.	–	R.C.	–	156	156	–	92	92	44
96	8472	Killerry, . .	Crossboy, . .		–	R.C.	R.C.	94	74	168	63	56	119	62
97	8482	Killaspugbrone,	Mannionstown, .		R.C.	–	R.C.	26	54	80	20	41	61	31
98	8554	Easky, . .	Rathlee, . f.		Pres.	–	Pres.	29	28	57	15	15	30	13
99	8610	Drumdoney, .	Drumdoney, .		R.C.	–	R.C.	92	62	154	72	49	121	45
100	8628	Achonry, . .	Powellsboro', .		R.C.	–	R.C.	119	108	227	80	73	153	86
101	8650	Drumcliff, .	Ballywillan, .		R.C.	–	R.C.	129	83	212	79	45	124	60
102	8651	Kilmacowan, .	Kilmacowan, f.		R.C.	–	R.C.	–	305	305	–	69	69	30
103	8688	Kilmaschalgan,	Dunbaken, . .		Pres.	–	Pres.	47	46	93	35	33	68	26
104	8691	Kilmactranny, .	Cloonagh, . .		R.C.	–	R.C.	51	47	98	37	34	71	28
105	8758	Toomour, .	Granimore, . .		Pres.	–	Pres.	61	54	115	40	31	71	30
106	8772	Drumcliff, .	Carney, . .		R.C.	–	R.C.	125	62	187	78	42	120	56
107	8835	Killoran, . .	Killoran, . .		R.C.	–	R.C.	81	91	172	58	70	128	52
108	8946	Drumcliff, .	Rosses, Lower, .		R.C.	–	R.C.	100	71	171	62	42	104	48
109	8981	Aghanagh, .	Castlebaldwin, .		R.C.	–	R.C.	66	43	109	43	24	67	35
110	9016	Killaspugbrone,	Coney Island, .		R.C.	–	R.C.	31	20	51	25	18	43	22
111	9171	Drumcliff, .	Rockley, . .		R.C.	–	R.C.	28	26	54	28	26	54	27
112	9172	Kilmacshalgan,	Gleneaskey, .		R.C.	–	R.C.	29	28	57	28	25	53	25
113	9201	St. John's, .	St. John's, . i.		E.C.	–	E.C.	34	39	73	30	39	69	49
114	9202	Skreen, . .	Derk, . . .		R.C.	–	R.C.	23	25	48	20	23	43	31
115	9220	Cloonaghill, .	Bunenadden, .		R.C.	–	R.C.	53	40	93	50	39	89	57
			Total of Ordinary Schools, 115, .					9,395	8,313	17,708	6,033	5,264	11,297	5,239
			AGRICULTURAL, CONVENT, AND POOR LAW UNION SCHOOLS.											
1	8206	Saint John's, .	Sligo Dist. Mod.m.	v.c.	–	Commrs. of N.E.	R.C.	90	–	90	74	–	74	66
2	8207	Do. . .	Do. . . f.	v.c.	–		E.C.	–	61	61	–	48	48	44
3	8208	Do. . .	Do. . . i.	v.c.	–		R.C.	21	21	42	15	17	32	26
4	1213	Kilmactranny, .	Geevagh Ord. Agrl.	v.t.	R.C.	–	R.C.	145	–	145	106	–	106	56
5	1347	Ballysadare, .	Camphill do.	v.t.	R.C.	–	R.C.	145	–	145	95	–	95	45
6	7348	Kilmactranny, .	Upper Arigna, do.		R.C.	–	–	45	54	99	30	36	66	[b]20
7	5851	St. John's, .	Sligo Convent, f.		–	R.C.	R.C.	–	846	846	–	465	465	283
8	3339	Do. . .	Sligo Workhouse,.		–	P. L. Guard.	E.C.	83	55	138	53	46	99	75
9	6500	Kilmacshalgan,	Dromore West do.		–		R.C.	32	26	58	24	17	41	29
10	8219	Achonry, . .	Tubbercurry do.		–		R.C.	56	46	102	39	31	70	49
11	9032	St. John's, .	SligoLunaticAsylum,		The	Gov.	E.C.	34	26	60	21	17	38	25
			Total of Special Schools, 11, .					651	1,135	1,786	457	677	1,134	718
			Grand Total for Co. Sligo, 126,					10,046	9,448	19,494	6,490	5,941	12,431	5,957

[a] Residence free.

1863.—Province of CONNAUGHT: County of SLIGO—*continued.*

RURAL SCHOOLS.

Number of Children on the Rolls during the last Quarter of the Year, with their proficiency, as indicated by the Lesson Books, and their Average Age.							Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Average Age.	In Books, Requisites, and Apparatus at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
							£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
59	27	17	19	3	125	13·7	1 12 2	—	1 0 0	24 0 0	6 12 6	—	6 12 6
37	20	5	11	8	81	8·6	0 11 3	—	—	24 0 0	—	—	—
28	22	33	15	15	113	10·2	0 17 10	1 17 6	1 0 0	31 13 4	2 0 3	—	2 0 3
42	32	45	12	9	140	10·5	7 15 2	—	4 0 0	48 13 4	2 19 9	—	[b]2 19 9
22	16	15	–	5	58	9·7	0 14 7	1 10 0	—	20 0 0	0 6 0	—	0 6 0
17	14	6	2	5	44	9·2	1 6 2	—	—	10 10 0	—	14 13 4	14 13 4
56	47	17	12	4	136	10·3	0 11 9	—	—	18 0 0	1 4 0	—	1 4 0
76	65	15	4	–	160	9·4	1 14 11	—	—	49 0 0	7 13 0	—	7 13 0
54	50	18	13	17	152	9·7	2 6 0	—	—	21 0 0	7 17 2	—	7 17 2
23	17	13	13	4	70	9·4	0 10 3	—	—	24 10 0	1 12 0	—	1 12 0
40	16	12	10	7	85	9·8	2 2 5	—	—	15 15 0	—	15 0 0	15 0 0
18	24	16	13	9	80	9·5	1 1 1	—	—	15 6 8	0 10 0	—	0 10 0
38	28	12	11	2	91	9·	0 16 4	—	—	18 0 0	—	30 0 0	30 0 0
34	46	32	26	10	148	10·5	2 17 11	—	—	26 0 0	6 18 5	—	6 18 5
50	52	28	16	2	148	10·4	0 15 3	—	—	23 0 0	1 9 6	—	1 9 6
61	49	26	13	–	149	10·2	2 10 11	—	—	18 15 0	3 13 6	—	3 13 6
33	20	15	10	5	83	11·9	1 15 4	—	—	15 0 0	1 8 0	—	1 8 0
17	10	–	16	–	43	10·3	1 1 2	—	—	15 0 0	0 10 3	—	0 10 3
28	12	6	8	–	54	8·7	—	5 2 9	—	3 10 0	—	—	—
33	7	10	7	–	57	8·7	0 15 10	4 0 0	—	10 0 0	—	—	—
56	8	9	–	–	73	6·2	0 15 0	4 10 0	—	—	2 0 0	25 0 0	[b]27 0 0
33	10	2	–	–	45	9·8	—	4 0 0	—	2 6 8	—	—	—
49	24	9	11	–	93	9·5	0 15 9	4 0 0	—	—	—	—	—
5,081	3,685	2,079	1,423	716	12,984		163 1 0	57 3 6	109 0 0	3,679 5 6	306 12 3	265 13 10	572 6 1
5	16	17	26	26	90	11·3	9 12 8	58 9 0	} —	135 13 11	10 6 11	—	10 6 11
–	15	28	17	1	61	11·8	—	34 4 0					
42	–	–	–	–	42	4·7	—	—					
23	24	32	24	6	109	10·6	0 19 6	—	3 0 0	75 0 0	1 6 1	3 0 0	[b]4 6 1
46	39	9	15	12	121	11·	1 16 8	—	4 0 0	58 0 0	2 19 6	—	2 19 6
–	–	–	–	–	–	–	—	—	—	21 0 0	—	—	—
265	108	91	69	46	579	8·5	6 9 9	—	31 10 0	104 11 8	24 4 6	—	24 4 6
38	26	8	14	8	94	10·8	4 11 3	—	9 0 0	—	—	—	—
26	10	1	6	–	43	7·3	—	1 10 0	—	—	—	—	—
58	10	2	2	–	72	6·7	1 0 0	14 2 6	1 10 0	—	—	—	—
16	10	–	18	–	44	30·1	—	—	—	—	—	25 0 0	25 0 0
519	258	188	191	99	1,255		24 9 10	108 5 6	49 0 0	394 5 7	38 17 0	28 0 0	66 17 0
5,600	3,943	2,267	1,614	815	14,239		187 10 10	165 9 0	158 0 0	4,053 11 1	345 9 3	293 13 10	639 3 1

[b] Information taken from Inspector's report.

II.—County and Provincial Summaries of the foregoing 6,163

Counties and Provinces.	No. of Schools.	Attendance for the Year.							No. of Children on the Roll the Year, wit indicated b		
		Total No. of *distinct* Pupils on Rolls during the Year.			Average No. of Pupils on Rolls.			Average daily Attend-ance.	I. Book.	II. Book.	Sequels.
		Males.	Females.	Total.	Males.	Females.	Total.				
Ulster:											
Antrim,	464	41,267	33,755	75,022	23,604	19,396	43,000	25,277	18,203	13,227	8,335
Armagh,	165	13,558	11,849	25,407	8,404	7,559	15,963	8,551	6,444	5,070	3,050
Cavan,	235	13,937	12,138	26,075	8,975	8,024	16,999	8,140	6,786	5,474	3,662
Donegal,	285	17,301	13,091	30,392	10,548	8,215	18,763	9,497	9,621	6,205	3,621
Down,	340	26,476	20,950	47,426	16,450	13,094	29,544	16,896	12,417	9,567	5,636
Fermanagh,	127	7,517	5,582	13,099	4,653	3,461	8,114	4,069	3,412	2,684	1,675
Londonderry,	210	12,429	10,380	22,809	7,686	6,677	14,363	7,967	6,331	4,848	2,663
Monaghan,	155	10,427	8,139	18,566	6,554	5,055	11,609	5,422	4,781	3,724	2,261
Tyrone,	302	17,902	14,033	31,935	11,015	8,834	19,849	10,231	9,418	6,299	3,683
Total,	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586
Munster:											
Clare,	197	13,189	12,505	25,694	8,722	8,631	17,353	9,347	8,323	5,598	3,135
Cork,	527	38,855	41,293	80,148	25,800	28,346	54,146	31,217	21,548	15,942	10,806
Kerry,	209	15,618	16,005	31,623	10,404	10,863	21,267	12,366	8,580	6,435	4,238
Limerick,	186	13,903	17,884	31,787	9,599	12,378	21,977	12,920	8,192	5,672	3,539
Tipperary,	271	17,104	18,046	35,150	11,439	12,685	24,124	13,740	8,697	7,618	4,703
Waterford,	109	7,503	7,277	14,780	5,007	5,199	10,206	6,006	4,264	2,845	1,793
Total,	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214
Leinster:											
Carlow,	57	3,546	4,163	7,709	2,565	3,119	5,684	2,940	2,313	1,674	1,016
Dublin,	215	23,973	26,233	50,206	13,892	16,879	30,771	18,188	16,544	8,533	4,618
Kildare,	99	6,075	6,209	12,284	4,096	4,306	8,402	4,704	2,223	2,368	1,608
Kilkenny,	165	10,717	9,872	20,589	7,346	7,122	14,468	8,102	5,524	4,568	2,949
King's,	96	5,837	6,359	12,196	3,705	4,210	7,915	4,129	3,619	2,479	1,511
Longford,	90	5,885	5,128	11,013	3,760	3,437	7,197	3,706	3,688	2,209	1,123
Louth,	84	6,576	6,744	13,320	4,343	4,579	8,922	4,767	3,779	2,516	1,535
Meath,	158	8,098	7,550	15,648	5,637	5,375	11,012	6,088	3,863	3,184	2,216
Queen's,	93	6,058	5,906	11,964	3,947	4,060	8,007	4,244	3,594	2,368	1,466
Westmeath,	124	6,422	7,122	13,544	4,324	4,837	9,161	4,903	3,367	2,853	1,881
Wexford,	145	7,675	9,442	17,117	5,302	6,297	11,599	6,250	4,776	3,422	2,242
Wicklow,	84	5,663	5,216	10,879	3,807	3,573	7,380	3,799	3,227	2,342	1,354
Total,	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519
Connaught:											
Galway,	230	16,644	16,201	32,845	10,316	10,722	21,038	11,464	10,721	6,303	3,485
Leitrim,	171	10,677	9,379	20,056	7,149	6,412	13,561	6,454	5,813	4,521	2,671
Mayo,	265	19,922	15,622	35,544	12,350	10,256	22,606	11,198	11,815	6,762	3,548
Roscommon,	179	12,803	13,445	26,248	8,145	8,916	17,061	8,447	7,758	5,332	2,982
Sligo,	126	10,046	9,448	19,494	6,490	5,941	12,431	5,957	5,600	3,943	2,267
Total,	971	70,092	64,095	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953
Summary:											
Ulster,	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586
Munster,	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214
Leinster,	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519
Connaught,	971	70,092	64,095	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953
Total,	6,163	433,603	406,966	840,569	276,034	268,458	544,492	296,986	236,241	166,585	101,272

Schools (5,687 Ordinary, and 476 Special), shown Unitedly.

during the last Quarter of their proficiency, as the Lesson Books.			Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
III. Book.	IV. and higher Books.	Total.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums, and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7,703	3,412	50,880	1,030 3 2	539 6 1	563 3 4	21,430 2 3	5,075 17 10	729 9 8	5,805 7 3
2,737	1,056	18,357	328 17 7	344 5 4	131 16 0	6,873 16 10	1,156 11 1	503 15 7	1,660 6 8
2,533	1,269	19,724	287 1 0	171 18 0	166 5 0	6,869 17 2	530 3 8	143 15 0	673 18 8
2,416	1,059	22,922	300 13 0	177 11 5	230 15 0	7,684 13 4	821 11 1	525 14 11	1,347 6 0
4,885	2,009	34,514	731 19 5	334 16 8	478 6 8	14,030 14 7	3,581 2 11	728 6 2	4,309 9 1
1,350	583	9,704	108 19 0	49 7 6	96 5 0	3,360 17 9	389 14 7	66 15 0	456 9 7
1,870	1,057	16,769	352 5 1	163 1 8	187 0 0	7,470 18 10	1,368 9 6	1,107 17 3	2,476 6 9
1,703	704	13,173	232 16 4	84 17 1	68 0 0	4,383 6 2	621 8 11	286 3 8	907 12 7
2,872	1,303	23,575	329 6 8	113 10 10	175 0 0	8,969 18 3	1,299 2 8	496 4 1	1,795 6 9
28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7
2,162	825	20,043	291 2 11	126 6 2	162 5 0	5,991 12 8	944 19 6	119 3 7	1,064 3 1
7,614	4,677	60,587	977 0 2	354 19 6	648 5 0	19,778 8 0	3,363 0 7	506 4 0	3,869 4 7
3,053	2,061	24,367	405 13 0	211 10 4	240 5 0	7,108 0 2	958 17 10	250 2 7	1,209 0 5
3,362	2,931	23,696	484 9 11	132 14 1	254 10 10	8,893 7 2	1,709 16 11	446 15 0	2,156 11 11
3,807	2,215	26,540	452 4 10	197 15 1	238 15 0	9,332 4 6	1,767 11 8	318 4 10	2,085 16 6
1,330	805	11,037	215 14 1	81 4 0	74 5 0	4,431 11 8	735 3 10	461 12 9	1,196 16 7
20,328	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1
625	378	6,006	99 1 10	18 15 0	57 10 0	2,187 10 9	213 3 1	50 17 7	264 0 8
3,009	1,984	34,688	761 12 0	269 11 10	424 10 0	13,359 19 10	2,256 16 9	1,339 15 10	3,596 12 7
1,130	798	9,127	194 7 1	64 3 1	123 15 0	3,939 17 10	650 17 3	186 9 1	837 6 4
1,942	1,001	15,984	353 13 1	173 0 3	155 10 0	6,189 8 0	810 6 0	309 18 0	1,120 4 0
976	446	9,031	182 8 5	84 18 7	60 15 0	3,018 5 1	469 8 8	190 11 0	659 19 8
922	512	8,454	119 13 4	56 14 6	112 0 0	2,574 5 3	235 17 2	94 10 0	330 7 2
1,278	638	9,746	157 2 3	55 4 8	80 0 0	2,852 10 11	472 1 9	241 6 0	713 7 9
1,556	1,282	12,101	271 16 7	76 13 0	206 15 0	5,204 9 5	720 10 7	324 17 10	1,045 8 5
1,016	552	8,996	183 3 2	47 18 6	101 10 0	3,139 2 6	407 13 2	225 0 0	632 13 2
1,307	675	10,083	132 12 9	74 6 4	143 0 0	3,294 3 7	447 2 7	118 5 0	565 7 7
1,763	843	13,046	175 2 3	82 4 6	102 6 8	3,806 14 9	683 2 6	87 15 9	770 18 3
908	505	8,336	138 1 4	50 13 0	68 0 0	2,643 16 9	461 19 7	230 17 2	692 16 9
16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,400 3 3	11,229 2 4
2,141	996	23,646	378 18 4	186 16 11	298 0 0	7,057 19 2	801 13 6	216 4 0	1,017 17 6
1,675	790	15,470	179 15 5	88 12 0	206 5 0	4,564 1 3	330 7 11	235 2 0	565 9 11
2,620	903	25,648	308 8 4	211 11 7	197 5 0	7,117 14 6	530 18 6	413 8 6	944 7 0
1,929	974	18,975	266 6 11	141 9 9	149 13 4	5,184 6 4	535 5 5	288 13 8	823 19 1
1,614	815	14,239	187 10 10	165 9 0	158 0 0	4,053 11 1	345 9 3	293 13 10	639 3 1
9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7
28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7
20,828	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1
16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,400 3 3	11,229 2 4
9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7
75,308	40,058	619,464	10,618 0 1	4,931 6 3	6,359 11 10	216,747 6 4	34,696 6 3	11,537 9 4	46,233 15 7

III.—County and Provincial Summaries

Counties and Provinces.	No. of Schools.	Attendance for the Year.							No. of Children on the Rolls the Year, with indicated by		
		Total No. of *distinct* Pupils on Rolls during the Year.			Average No. of Pupils on Rolls.			Average daily Attendance.	I. Book.	II. Book.	Sequels.
		Males.	Females.	Total.	Males.	Females.	Total.				
Ulster:											
Antrim,	438	37,277	29,647	66,924	21,384	17,149	38,533	21,962	16,483	11,931	7,430
Armagh,	155	12,768	10,744	23,512	7,905	6,736	14,641	7,588	6,150	4,648	2,774
Cavan,	225	13,159	11,368	24,527	8,516	7,519	16,035	7,577	6,302	5,181	3,491
Donegal,	272	16,690	12,611	29,301	10,170	7,934	18,104	9,111	9,239	6,010	3,494
Down,	333	25,807	19,452	45,259	16,031	12,173	28,204	15,896	11,823	9,286	5,411
Fermanagh,	124	7,428	5,174	12,602	4,595	3,206	7,801	3,878	3,201	2,631	1,584
Londonderry,	198	11,564	9,227	20,791	7,179	5,918	13,097	7,069	5,886	4,513	2,437
Monaghan,	145	9,885	7,539	17,424	6,247	4,682	10,929	4,912	4,491	3,581	2,110
Tyrone,	288	17,065	13,039	30,104	10,515	8,237	18,752	9,439	8,927	6,007	3,505
Total,	2,178	151,643	118,801	270,444	92,542	73,554	166,096	87,432	72,602	53,788	32,236
Munster:											
Clare,	179	11,900	10,341	22,241	7,986	7,253	15,239	8,102	7,030	4,966	2,781
Cork,	480	34,051	27,901	61,952	22,936	19,383	42,319	23,779	16,132	13,290	8,601
Kerry,	189	13,839	10,412	24,251	9,212	6,985	16,197	9,033	6,359	5,318	3,464
Limerick,	165	12,850	11,131	23,981	8,929	7,957	16,886	9,717	5,387	4,581	2,947
Tipperary,	248	15,839	13,658	29,497	10,670	9,519	20,189	10,857	7,043	6,537	4,010
Waterford,	95	6,372	5,790	12,162	4,356	4,171	8,527	4,882	3,596	2,499	1,526
Total,	1,356	94,851	79,233	174,084	64,089	55,268	119,357	66,370	45,547	37,191	23,329
Leinster:											
Carlow,	52	3,116	2,838	5,954	2,243	2,090	4,333	2,178	1,604	1,341	704
Dublin,	177	19,741	15,526	35,267	11,224	9,619	20,843	11,558	12,143	5,971	2,953
Kildare,	84	5,072	4,278	9,350	3,456	2,954	6,410	3,408	2,383	1,888	1,248
Kilkenny,	149	9,801	8,032	17,833	6,683	5,867	12,550	6,751	4,658	4,043	2,559
King's,	82	5,227	4,181	9,408	3,302	2,609	5,911	2,964	2,601	1,985	1,088
Longford,	84	5,406	4,502	9,908	3,462	3,033	6,495	3,243	3,223	2,001	1,034
Louth,	76	5,997	4,019	10,016	3,951	2,714	6,665	3,395	2,498	1,995	1,234
Meath,	146	7,087	6,321	13,408	4,951	4,512	9,463	5,099	3,174	2,750	1,961
Queen's,	82	5,671	3,979	9,650	3,766	2,683	6,449	3,288	2,747	2,007	1,195
Westmeath,	114	5,925	5,372	11,297	4,015	3,737	7,752	4,070	2,782	2,464	1,622
Wexford,	131	7,311	5,836	13,147	5,062	4,125	9,187	4,714	3,480	2,902	1,909
Wicklow,	79	5,387	4,604	9,991	3,612	3,102	6,714	3,392	2,894	2,202	1,262
Total,	1,256	85,741	69,488	155,229	55,727	47,045	102,772	54,060	44,187	31,549	18,769
Connaught:											
Galway,	201	13,902	11,512	25,414	8,645	7,443	16,088	8,094	7,903	5,187	2,749
Leitrim,	166	10,258	9,206	19,464	6,872	6,294	13,166	6,214	5,583	4,405	2,617
Mayo,	248	18,484	13,779	32,263	11,449	8,937	20,377	9,961	10,339	6,234	3,307
Roscommon,	167	11,782	11,410	23,192	7,529	7,578	15,107	7,328	6,658	4,911	2,703
Sligo,	115	9,395	8,313	17,708	6,033	5,264	11,297	5,239	5,081	3,685	2,079
Total,	897	63,821	54,220	118,041	40,519	35,516	76,035	36,836	35,564	24,422	13,455
Summary:											
Ulster,	2,178	151,643	118,801	270,444	92,542	73,554	166,096	87,432	72,602	53,788	32,236
Munster,	1,356	94,851	79,233	174,084	64,089	55,268	119,357	66,370	45,547	37,191	23,329
Leinster,	1,256	85,741	69,488	155,229	55,727	47,045	102,772	54,060	44,187	31,549	18,769
Connaught,	897	63,821	54,220	118,041	40,519	35,516	76,035	36,836	35,564	24,422	13,455
Total,	5,687	396,056	321,742	717,798	252,877	211,383	464,260	244,698	197,900	146,950	87,789

of the 5,687 Ordinary Schools only.

during the last Quarter of their proficiency, as the Lesson Books.			Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
			In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
III. Book.	IV. and higher Books.	Total.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7,023	2,740	45,607	758 19 5	433 19 0	483 13 4	16,312 15 11	4,065 18 9	704 19 8	4,770 18 5
2,398	898	16,868	250 19 8	126 2 9	126 6 0	5,556 18 6	995 17 1	470 15 7	1,466 12 8
2,447	1,188	18,609	261 18 0	163 14 10	147 5 0	6,172 9 11	476 3 1	143 15 0	619 18 1
2,349	1,031	22,123	284 4 11	169 4 3	220 15 0	7,464 16 2	794 0 11	476 15 4	1,270 16 3
4,680	1,892	33,092	680 19 8	326 12 1	431 1 8	12,831 12 10	3,377 13 2	728 6 2	4,105 19 4
1,305	573	9,394	101 14 1	47 10 0	92 5 0	3,243 18 7	377 18 4	61 15 0	439 13 4
1,658	845	15,339	280 17 5	135 10 1	162 0 0	5,472 7 2	1,019 1 9	977 17 3	1,996 19 0
1,614	630	12,426	177 15 0	67 7 5	49 0 0	3,782 6 1	522 9 2	274 3 8	796 12 10
2,733	1,164	22,336	273 2 7	83 12 0	158 10 0	7,854 13 6	1,102 1 4	494 4 1	1,596 5 5
26,207	10,961	195,794	3,070 10 9	1,553 12 5	1,870 16 0	68,691 18 8	12,731 3 7	4,332 11 9	17,063 15 4
1,937	729	17,443	246 0 2	120 18 10	125 5 0	5,480 1 10	885 12 4	68 0 0	953 12 4
6,414	3,673	48,110	685 7 10	294 3 1	375 10 0	16,859 2 9	3,225 18 6	449 4 0	3,675 2 6
2,426	1,423	18,990	255 1 11	159 2 10	106 10 0	6,038 2 3	928 11 0	207 2 7	1,135 13 7
2,768	2,545	18,228	338 5 11	80 0 11	170 10 10	7,072 1 10	1,591 14 1	321 15 0	1,913 9 1
2,794	1,779	22,163	334 13 8	152 17 1	167 0 0	7,870 18 4	1,661 8 6	318 4 10	1,979 13 4
1,142	646	9,409	150 7 1	38 12 6	39 10 0	3,432 18 11	642 7 5	373 17 5	1,016 4 10
17,481	10,795	134,343	2,009 16 7	845 15 3	984 5 10	46,753 5 11	8,935 11 10	1,738 3 10	10,673 15 8
555	304	4,508	64 16 9	18 15 0	30 0 0	1,837 13 4	209 18 1	20 5 0	230 3 1
1,796	813	23,676	334 5 11	145 17 9	239 13 4	7,709 17 9	1,147 0 0	1,339 15 10	2,486 15 10
883	561	6,963	129 4 4	39 12 8	70 5 0	2,772 4 8	518 12 5	155 6 8	673 19 1
1,701	887	13,848	277 16 0	102 13 10	122 10 0	5,074 2 11	713 11 8	258 8 4	972 0 0
756	341	6,771	121 16 6	44 10 10	24 15 0	2,251 2 8	316 6 11	186 11 0	502 17 11
859	465	7,582	83 12 8	56 14 6	89 10 0	2,396 13 7	208 11 8	82 10 0	291 1 8
1,002	545	7,274	117 15 9	49 2 4	43 10 0	2,416 7 6	433 14 10	225 6 0	659 0 10
1,348	1,104	10,337	195 16 9	51 19 0	172 10 0	4,273 19 7	620 11 7	302 1 6	922 13 1
874	446	7,269	142 10 2	43 1 6	76 10 0	2,779 12 6	394 0 2	225 0 0	619 0 2
1,199	561	8,628	95 4 1	65 4 11	114 0 0	3,025 5 3	395 19 1	103 15 0	499 14 1
1,469	679	10,439	124 11 5	68 9 0	54 16 8	3,104 17 4	627 5 0	65 15 9	693 0 9
846	450	7,654	118 15 7	46 10 6	42 0 0	2,507 1 9	431 16 7	205 17 2	637 13 9
13,288	7,156	114,949	1,806 5 11	732 11 10	1,080 0 0	40,148 18 10	6,017 8 0	3,170 12 3	9,188 0 3
1,739	674	18,252	240 8 9	123 13 4	152 0 0	5,216 16 5	597 13 4	197 11 6	795 4 10
1,633	761	14,999	164 2 11	83 1 6	201 15 0	4,474 13 6	328 12 11	223 2 0	551 14 11
2,443	807	23,130	261 15 1	185 19 10	138 0 0	6,668 0 10	499 14 4	378 18 6	878 12 10
1,769	863	16,904	222 17 7	128 8 3	91 3 4	4,675 19 8	520 15 4	196 14 4	717 9 8
1,423	716	12,984	163 1 0	57 3 6	109 0 0	3,659 5 6	306 12 3	265 13 10	572 6 1
9,007	3,821	86,269	1,052 5 4	578 6 5	691 18 4	24,694 15 11	2,253 8 2	1,262 0 2	3,515 8 4
26,207	10,961	195,794	3,070 10 9	1,553 12 5	1,870 16 0	68,691 18 8	12,731 3 7	4,332 11 9	17,063 15 4
17,481	10,795	134,343	2,009 16 7	845 15 3	984 5 10	46,753 5 11	8,935 11 10	1,738 3 10	10,673 15 8
13,288	7,156	114,949	1,806 5 11	732 11 10	1,080 0 0	40,148 18 10	6,017 8 0	3,170 12 3	9,188 0 3
9,007	3,821	86,269	1,052 5 4	578 6 5	691 18 4	24,694 15 11	2,253 8 2	1,262 0 2	3,515 8 4
65,983	32,733	531,355	7,938 18 7	3,710 5 11	4,627 0 2	180,288 19 4	29,937 11 7	10,503 8 0	40,440 19 7

IV.—County and Provincial Summaries

Counties and Provinces.	No. of Schools.	Attendance for the Year.							No. of Children on the Rolls the Year, with indicated by		
		Total No. of *distinct* Pupils on Rolls during the Year.			Average No. of Pupils on Rolls.			Average daily Attendance.	I. Book.	II. Book.	Sequels.
		Males.	Females.	Total.	Males.	Females.	Total.				
Ulster:											
Antrim,	26	3,990	4,108	8,098	2,220	2,247	4,467	3,315	1,720	1,296	905
Armagh,	10	790	1,105	1,895	499	823	1,322	963	294	422	276
Cavan,	10	778	770	1,548	459	505	964	563	484	293	171
Donegal,	13	611	480	1,091	378	281	659	386	382	195	127
Down,	7	669	1,498	2,167	419	921	1,340	1,000	594	281	225
Fermanagh,	3	89	408	497	58	255	313	191	111	53	91
Londonderry,	12	865	1,153	2,018	507	759	1,266	898	445	335	226
Monaghan,	10	542	600	1,142	307	373	680	510	290	143	151
Tyrone,	14	837	994	1,831	500	597	1,097	792	491	292	178
Total,	105	9,171	11,116	20,287	5,347	6,761	12,108	8,618	4,811	3,310	2,350
Munster:											
Clare,	18	1,289	2,164	3,453	736	1,378	2,114	1,245	1,293	632	354
Cork,	47	4,804	13,392	18,196	2,864	8,963	11,827	7,438	5,416	2,652	2,205
Kerry,	20	1,779	5,593	7,372	1,192	3,878	5,070	3,333	2,221	1,117	774
Limerick,	21	1,053	6,753	7,806	670	4,421	5,091	3,203	2,805	1,091	592
Tipperary,	23	1,265	4,388	5,653	769	3,166	3,935	2,883	1,654	1,081	693
Waterford,	14	1,131	1,487	2,618	651	1,028	1,679	1,124	668	346	267
Total,	143	11,321	33,777	45,098	6,882	22,834	29,716	19,226	14,057	6,919	4,885
Leinster:											
Carlow,	5	430	1,325	1,755	322	1,029	1,351	762	709	333	312
Dublin,	38	4,232	10,707	14,939	2,668	7,260	9,928	6,630	4,401	2,562	1,665
Kildare,	15	1,003	1,931	2,934	640	1,352	1,992	1,296	840	480	360
Kilkenny,	16	916	1,840	2,756	663	1,255	1,918	1,351	866	525	390
King's,	14	610	2,178	2,788	403	1,601	2,004	1,165	1,018	494	423
Longford,	6	479	626	1,105	298	404	702	463	465	208	89
Louth,	8	579	2,725	3,304	392	1,865	2,257	1,372	1,281	521	301
Meath,	12	1,011	1,229	2,240	686	863	1,549	989	689	434	255
Queen's,	11	387	1,927	2,314	181	1,377	1,558	956	847	361	271
Westmeath,	10	497	1,750	2,247	309	1,100	1,409	833	585	389	259
Wexford,	14	364	3,606	3,970	240	2,172	2,412	1,536	1,296	520	333
Wicklow,	5	276	612	888	195	471	666	407	333	140	92
Total,	154	10,784	30,456	41,240	6,997	20,749	27,746	17,760	13,330	6,967	4,750
Connaught:											
Galway,	29	2,742	4,689	7,431	1,671	3,279	4,950	3,370	2,818	1,116	736
Leitrim,	5	419	173	592	277	118	395	240	230	116	54
Mayo,	17	1,438	1,843	3,281	910	1,319	2,229	1,237	1,476	528	241
Roscommon,	12	1,021	2,035	3,056	616	1,338	1,954	1,119	1,100	421	279
Sligo,	11	651	1,135	1,786	457	677	1,134	718	519	258	188
Total,	74	6,271	9,875	16,146	3,931	6,731	10,662	6,684	6,143	2,439	1,498
Summary:											
Ulster,	105	9,171	11,116	20,287	5,347	6,761	12,108	8,618	4,811	3,310	2,350
Munster,	143	11,321	33,777	45,098	6,882	22,834	29,716	19,226	14,057	6,919	4,885
Leinster,	154	10,784	30,456	41,240	6,997	20,749	27,746	17,760	13,330	6,967	4,750
Connaught,	74	6,271	9,875	16,146	3,931	6,731	10,662	6,684	6,143	2,439	1,498
Total,	476	37,547	85,224	122,771	23,157	57,075	80,232	52,288	38,341	19,635	13,483

of the 476 Special Schools only.

during the last Quarter of their proficiency, as the Lesson Books.			Aid granted by the Board.						Amount of Local Emoluments received in Aid of Salary.					
			In Books, Requisites, and Apparatus, at Reduced Prices.			In Free Stocks of Books, Requisites, and Apparatus.			In Premiums and other Gratuities.			In Salaries.			School Fees.			Endowments, &c.			Total.		
III. Book.	IV. and higher Books.	Total.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
680	672	5,273	271	3	9	105	7	1	79	10	0	5,117	6	4	1,009	19	1	24	10	0	1,034	9	1
339	158	1,489	77	17	11	218	2	7	5	10	0	1,316	18	4	160	14	0	33	0	0	193	14	0
86	81	1,115	25	3	0	8	3	2	19	0	0	697	7	3	54	0	7	—			54	0	7
67	28	799	16	8	1	8	7	2	10	0	0	219	17	2	27	10	2	48	19	7	76	9	9
205	117	1,422	50	19	9	8	4	7	47	5	0	1,199	1	9	203	9	9	—			203	9	9
45	10	310	7	4	11	1	17	6	4	0	0	116	19	2	11	16	3	5	0	0	16	16	3
212	212	1,430	71	7	8	27	11	7	25	0	0	1,998	11	8	349	7	9	130	0	0	479	7	9
89	74	747	55	1	4	17	9	8	19	0	0	601	0	1	98	19	9	12	0	0	110	19	9
139	139	1,239	56	4	1	29	18	10	16	10	0	1,115	4	9	197	1	4	2	0	0	199	1	4
1,862	1,491	13,824	631	10	6	425	2	2	225	15	0	12382	6	6	2,112	18	8	255	9	7	2,368	8	3
225	96	2,000	45	2	9	5	7	4	37	0	0	511	10	10	59	7	2	51	3	7	110	10	9
1,200	1,004	12,477	291	12	4	60	16	5	272	15	0	2,919	5	3	137	2	1	57	0	0	194	2	1
627	638	5,377	150	11	1	52	7	6	133	15	0	1,069	17	11	30	6	10	43	0	0	73	6	10
594	386	5,468	146	4	0	52	13	2	84	0	0	1,821	5	4	118	2	10	125	0	0	243	2	10
513	436	4,377	117	11	2	44	18	0	71	15	0	1,461	6	2	106	3	2	—			106	3	2
188	159	1,628	65	7	0	42	11	6	34	15	0	998	12	9	92	16	5	87	15	4	180	11	9
3,347	2,719	31,927	816	8	4	258	13	11	634	0	0	8,781	18	3	543	18	6	363	18	11	907	17	5
70	74	1,498	34	5	1	—			27	10	0	349	17	5	3	5	0	30	12	7	33	17	7
1,213	1,171	11,012	427	6	1	123	14	1	184	16	8	5,650	2	1	1,109	16	9	—			1,109	16	9
247	257	2,164	65	2	9	24	10	5	53	10	0	1,167	13	2	132	4	10	31	2	5	163	7	3
241	114	2,136	75	17	1	70	6	5	33	0	0	1,115	5	1	96	14	4	51	9	8	148	4	0
220	105	2,260	60	11	11	40	7	9	36	0	0	767	2	5	153	1	9	4	0	0	157	1	9
63	47	872	36	0	8	—			22	10	0	177	11	8	27	5	6	12	0	0	39	5	6
276	93	2,472	39	6	6	6	2	4	36	10	0	436	3	5	38	6	11	16	0	0	54	6	11
208	178	1,764	75	19	10	24	14	0	34	5	0	930	9	10	99	19	0	22	16	4	122	15	4
142	106	1,727	40	13	0	4	17	0	25	0	0	359	10	0	13	13	0	—			13	13	0
108	114	1,455	37	8	8	9	1	5	29	0	0	268	18	4	51	3	6	14	10	0	65	13	6
294	164	2,607	50	10	10	13	15	6	47	10	0	701	17	5	55	17	6	22	0	0	77	17	6
62	55	682	19	5	9	4	2	6	26	0	0	136	15	0	30	3	0	25	0	0	55	3	0
3,144	2,458	30,649	962	8	2	321	11	5	555	11	8	12061	5	10	1,811	11	1	229	11	0	2,041	2	1
402	322	5,394	138	9	7	63	3	7	146	0	0	1,841	2	9	204	0	2	18	12	6	222	12	8
42	29	471	15	12	6	5	10	6	4	10	0	89	7	9	1	15	0	12	0	0	13	15	0
177	96	2,518	46	13	3	25	11	9	59	5	0	449	13	8	31	4	2	34	10	0	65	14	2
160	111	2,071	43	9	4	13	1	6	58	10	0	458	6	8	14	10	1	91	19	4	106	9	5
191	99	1,255	24	9	10	108	5	6	49	0	0	394	5	7	38	17	0	28	0	0	66	17	0
972	657	11,709	268	14	6	215	12	10	317	5	0	3,232	16	5	290	6	5	185	1	10	475	8	3
1,862	1,491	13,824	631	10	6	425	2	2	225	15	0	12382	6	6	2,112	18	8	255	9	7	2,368	8	3
3,347	2,719	31,927	816	8	4	258	13	11	634	0	0	8,781	18	3	543	18	6	363	18	11	907	17	5
3,144	2,458	30,649	962	8	2	321	11	5	555	11	8	12061	5	10	1,811	11	1	229	11	0	2,041	2	1
972	657	11,709	268	14	6	215	12	10	317	5	0	3,232	16	5	290	6	5	185	1	10	475	8	3
9,325	7,325	88,109	2679	1	6	1221	0	4	1732	11	8	36458	7	0	4,758	14	8	1034	1	4	5,792	16	0

V.—Provincial Summaries of the 6,163 Ordinary

Provinces.	No. of Schools.	Attendance for the Year.						No. of Children on the Rolls the Year, with indicated by		
		Total No. of *distinct* Pupils on Rolls during the Year.			Average No. of Pupils on Rolls.			Average daily Attendance.	I. Book.	II. Book.	Sequels.
		Males.	Females.	Total.	Males.	Females.	Total.				
Ulster:											
Ordinary Schools,	2,178	151,643	118,801	270,444	92,542	73,554	166,096	87,432	72,602	53,788	32,236
Special „	105	9,171	11,116	20,287	5,347	6,761	12,108	8,618	4,811	3,310	2,350
Total, . .	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586
Munster:											
Ordinary Schools,	1,356	94,851	79,233	174,084	64,089	55,268	119,357	66,370	45,547	37,191	23,329
Special „	143	11,321	33,777	45,098	6,882	22,834	29,716	19,226	14,057	6,919	4,885
Total, . .	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214
Leinster:											
Ordinary Schools,	1,256	85,741	69,488	155,229	55,727	47,045	102,772	54,060	44,187	31,549	18,769
Special „	154	10,784	30,456	41,240	6,997	20,749	27,746	17,760	13,330	6,967	4,750
Total, . .	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519
Connaught:											
Ordinary Schools,	897	63,821	54,220	118,041	40,519	35,516	76,035	36,836	35,564	24,422	13,455
Special „	74	6,271	9,875	16,146	3,931	6,731	10,662	6,684	6,143	2,439	1,498
Total, . .	971	70,092	64,095	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953

VI.—Provincial Summaries of the 6,163 Ordinary

Ulster:											
Ordinary and Special Schools, .	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586
Munster:											
Ordinary and Special Schools, .	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214
Leinster:											
Ordinary and Special Schools, .	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519
Connaught:											
Ordinary and Special Schools, .	971	70,092	64,095	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953
Total, . .	6,163	433,603	406,966	840,569	276,034	268,458	544,492	296,986	236,241	166,585	101,272

VII.—Grand Total of the 6,163 Ordinary and

Total of Ordinary,	5,687	396,056	321,742	717,798	252,877	211,383	464,260	244,698	197,900	146,950	87,789
Total of Special, .	476	37,547	85,224	122,771	23,157	57,075	80,232	52,288	38,341	19,635	13,483
Grand Total,	6,163	433,603	406,966	840,569	276,034	268,458	544,492	296,986	236,241	166,585	101,272

and Special Schools shown Separately.

during the last Quarter of their proficiency, as the Lesson Books.			Aid granted by the Board.				Amount of Local Emoluments received in Aid of Salary.		
III. Book.	IV. and higher Books.	Total.	In Books, Requisites, and Apparatus, at Reduced Prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums, and other Gratuities.	In Salaries.	School Fees.	Endowments, &c.	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
26,207	10,961	195,794	3,070 10 9	1,553 12 5	1,870 16 0	68,691 18 8	12,731 3 7	4,332 11 9	17,063 15 4
1,862	1,491	13,824	631 10 6	425 2 2	225 15 0	12,382 6 6	2,112 18 8	255 9 7	2,368 8 3
28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7
17,481	10,795	124,343	2,009 16 7	845 15 3	984 5 10	46,753 5 11	8,935 11 10	1,738 3 10	10,673 15 8
3,347	2,719	31,927	816 8 4	258 13 11	634 0 0	8,781 18 3	543 18 6	363 18 11	907 17 5
20,828	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1
13,288	7,156	114,949	1,806 5 11	732 11 10	1,080 0 0	40,148 18 10	6,017 8 0	3,170 12 3	9,188 0 3
3,144	2,458	30,649	962 8 2	321 11 5	555 11 8	12,061 5 10	1,811 11 1	229 11 0	2,041 2 1
16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,400 3 3	11,229 2 4
9,007	3,821	86,269	1,052 5 4	578 6 5	691 18 4	24,694 15 11	2,253 8 2	1,262 0 2	3,515 8 4
972	657	11,709	268 14 6	215 12 10	317 5 0	3,232 16 5	290 6 5	185 1 10	475 8 3
9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7

and Special Schools shown Unitedly.

28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7
20,828	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1
16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,400 3 3	11,229 2 4
9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7
75,308	40,058	619,464	10,618 0 1	4,931 6 3	6,359 11 10	216,747 6 4	34,696 6 3	11,537 9 4	46,233 15 7

Special Schools shown Separately and Unitedly.

65,983	32,733	531,355	7,938 18 7	3,710 5 11	4,627 0 2	180.288 19 4	29,937 11	10,503 8 0	40,440 19 7
9,325	7,325	88,109	2,679 1 6	1,221 0 4	1,732 11 8	36,458 7 0	4,758 14 8	1,034 1 4	5,792 16 0
75,308	40,058	619,464	10,618 0 1	4,931 6 3	6,359 11 10	216,747 6 4	34,696 6 3	11,537 9 4	46,233 15 7

VIII.—List of Seventy Schools on the Suspended List at end of year 1863.

County.	Parish.	School.		Roll No.
Antrim,	Carrickfergus,	Carrickfergus,	m.	31
Do.,	Shankill,	Cavehill,	f.	6633
Do.,	Ballycor,	Ballycor,	.	1351
Do.,	Armoy,	Breen,	f.	1503
Do.,	Culfeightrin,	Ballyverdock,	f.	1787
Cavan,	Annaghcliffe,	Curlurgan,	.	129
Do.,	Killeshandra,	Coronary,	m.	143
Do.,	Mullagh,	Killeter,	f.	2334
Do.,	Annagh,	Kilnaleck,	.	3370
Donegal,	Fahan, Lower,	Ballymacarney,	.	2408
Do.,	Muff,	Ture,	f.	2999
Do.,	Fahan, Lower,	Tullydish,	.	3884
Do.,	Tullaghobegly, West,	Meenacladdy,	.	5046
Do.,	Conwal,	Templedouglas,	f.	8092
Down,	Garvaghy,	Ballyalley,	.	1191
Fermanagh,	Magheraculmoney,	Tulnaquiggy,	.	288
Londonderry,	Templemore,	Shantallagh,	.	1536
Do.,	Do.,	Molenan,	m.	1570
Do.,	Do.,	Do.,	f.	1571
Do.,	Tamlaght O'Crilly,	Drumgarner,	f.	2486
Monaghan,	Tehalan,	Leitrim,	.	369
Do.,	Tedavnet,	Tullycronan,	f.	4653
Tyrone,	Clogher,	Eskra,	m.	393
Do.,	Donagheady,	Donagheady,	.	1260
Do.,	Clogher,	Eskra,	f.	1890
Do.,	Kilskerry,	Feglish,	f.	3277
Clare,	Drumcliffe,	Newtownstackpoole,	m.	443
Do.,	Kilmoon,	Caherbullog,	m.	3198
Do.,	Do.,	Do.,	f.	3199
Do.,	Drumcliffe,	Newtownstackpoole,	f.	5314
Cork,	Brigoun,	Mitchelstown,	m.	504
Do.,	Do.,	Do.,	f.	505
Do.,	Blarney,	Blarney,	f.	1542
Do.,	Ardnageehy,	Killuntine,	.	3049
Do.,	Kilmichael,	Dromleigh,	f.	3509
Do.,	Britway,	Britway,	f.	3994
Do.,	Doneraile,	Skeehanabeg,	m.	4128
Kerry,	Dingle,	Dingle,	m.	1278
Do.,	Kenmare,	Kenmare,	f.	2850
Limerick,	Kilcolman,	Kilcolman,	f.	4014
Waterford,	Tallow,	Kilcalf,	m.	3490
Do.,	Mothill,	Coolnahorna,	f.	4137
Do.,	Tallow,	Ballyduff,	f.	4318
Kildare,	Dunmanogue,	Levitstown,	f.	2712
Kilkenny,	Powerstown,	Skeavostheen,	.	1155
Do.,	Lisluning,	Mullinakill,	f.	3877
Do.,	Aghaviller,	Newmarket,	.	6518
King's,	Kilbride,	Tullamore,	m.	829
Do.,	Drumcullen,	Thomastown,	.	2413
Longford,	Columbkill,	Cloneen,	.	2372
Do.,	Clonahard,	Clonahard,	f.	2691
Louth,	St. Mary's,	St. Mary's,	f.	846
Do.,	Drumshallon,	Kellystown,	m.	1305
Meath,	Kilshairn,	Mount Hanover,	m.	1175
Do.,	Do.,	Do.,	f.	1176
Do.,	Cushinstown,	Cushinstown,	.	3147
Do.,	Kildalkey,	Carnisle,	f.	3812
Westmeath,	Ballymorin,	Newbristy,	m.	1313
Wexford,	Ballyhoge,	Galbally,	f.	1491
Galway,	Abbey,	Briersfield,	.	989
Do.,	Lickerig,	Lickerig,	f.	1009
Do.,	Ballinakill,	Tully,	.	1319
Do.,	Do,	Kilmore,	.	1322
Do.,	Moyrus,	Ballinafad,	.	1329
Do.,	Kilbeacanty,	Killafeen,	m.	1325
Do.,	Do.,	Do.,	f.	1520
Do.,	Clontuskert,	Clontuskert,	f.	3292
Do.,	Kilcummin,	Outerard,	f.	4787
Mayo,	Kilconduff,	Swineford,	i.	2031
Do.,	Crossmolina,	Richmond,	m.	4010

IX.—List of Eighty Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1863, with Summaries in Counties and Provinces.

ULSTER—21 Schools.

County of Antrim, ... 2 Schools.

Roll No.	Parish.	School.	No. of Schools	Number of Pupils to be Accommodated.			If Lease executed, how Vested.
				Males.	Females.	Total.	
8684	Craigs, . .	Craigs, ...	1	60	40	100	In Board.
9241	Rasharkin, . .	Crusheybracker, . .	2	60	40	100	—
		Total, . .	2	120	80	200	

County of Armagh, ... Nil.

County of Cavan, ... 3 Schools.

8698	Bailieboro',. .	Lisball, . . .	1	60	40	100	In Board.
8836	Castlerahan, .	Barcony, . . m.	2	100	–	100	In Trustees.
8837	Do. . .	Do. f.	3	–	100	100	
		Total, . .	3	160	140	300	

County of Donegal, ... 7 Schools.

4705	Tullaghobegley, .	Dunlewy Agricultural, .	1	100	–	100	In Board.
8685	Lettermacaward, .	Dooey Rock, . .	2	35	25	60	—
8686	Do. . .	Ducarry, . . .	3	35	25	60	—
9002	Clondahorky, .	Dunfanaghy, . . f.	4	–	120	120	In Trustees.
9141	Drumholme, .	Laghey, . . .	5	40	20	60	—
9142	Innismacsaint, .	Bundoran, . . m.	6	75	–	75	—
9143	Do. . .	Do. f.	7	–	75	75	—
		Total, . .	7	285	265	550	

County of Down, ... Nil.

County of Fermanagh, . . . 5 Schools.

7866	Cleenish, . .	Mullaghdun, . .	1	40	35	75	In Board.
8785	Magherastephena, .	Mullinaburtlin, . .	2	40	35	75	
9071	Enniskillen, .	Enniskillen Dis. Mod. m.	3	140	–	140	
9072	Do. . .	Do. f.	4	–	80	80	
9073	Do. . .	Do. i.	5	40	40	80	
		Total, . .	5	260	190	450	

County of Londonderry, . . . Nil.

County of Monaghan, . . . 2 Schools.

8947	Clones, East, .	Gransha, . . .	1	40	20	60	In Trustees.
9186	Do. . .	Magherarney, . .	2	40	35	75	—
		Total, . .	2	80	55	135	

IX.—List of Eighty Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1863—Ulster—*continued.*

County of Tyrone, ... 2 Schools.

Roll No.	Parish.	School.	No. of Schools	Number of Pupils to be accommodated.			If Lease executed, how Vested.
				Males.	Females.	Total.	
7952	Drumragh, . .	Cavanacaw, . . .	1	60	40	100	—
9242	Skirts of Urney and Ardstraw, . .	Ganvaghan, . . .	2	30	30	60	—
		Total, . .	2	90	70	160	

MUNSTER—32 Schools.

County of Clare, ... 1 School.

8776	Kilcorney, . .	Kilcorney, . . .	1	40	20	60	—
		Total, . .	1	40	20	60	

County of Cork, ... 15 Schools.

8828	Kilcorney, . .	Kilcorney,	m.	1	75	–	75	In Trustees.
8829	Do. . .	Do.	f.	2	–	75	75	
8877	Drinagh, . .	Drinagh,	m.	3	75	–	75	
8878	Do. . .	Do.	f.	4	–	75	75	
8951	St. Nicholas, .	Cork District Model,	m.	5	400	–	400	In Board.
8952	Do. . .	Do.	f.	6	–	250	250	
8953	Do. . .	Do.	i.	7	75	75	150	
8972	Brinny, . .	Castlelack, . . .		8	40	35	75	In Trustees.
9144	Kilbrin, . .	Curras, . .	m.	9	75	–	75	—
9145	Do. . .	Do.	f.	10	–	75	75	—
9146	Tullagh, . .	Pookeen, . . .		11	40	35	75	—
9162	Kilmonogue, .	Belgooley, . . .		12	40	35	75	In Trustees.
9243	Kilmichael, . .	Lackareigh, . . .		13	40	20	60	—
9244	Nohoval Daly, .	King Williamstown,	m.	14	60	–	60	—
9245	Do. . .	Do. . .	f.	15	–	60	60	—
		Total, . .		15	920	735	1,655	

County of Kerry, ... 14 Schools.

7615	Tuossit, . .	Laragh, . .	f.	1	–	100	100	In Board.
8530	Do. . .	Do.	m.	2	100	–	100	
7841	Knockane, . .	Kilgobinet, . .	m.	3	100	–	100	
7842	Do. . .	Do.	f.	4	–	100	100	
7843	Kilshinane, . .	Rathea, . .	m.	5	90	–	90	
7844	Do. . .	Do.	f.	6	–	60	60	
8349	Prior, . . .	Ballinskelligs, .	m.	7	70	–	70	
8350	Do. . .	Do.	f.	8	–	50	50	
8687	Killinane, . .	Coars, ...		9	60	40	100	
8931	Kilnaughten, .	Tarmons, . .	m.	10	75	–	75	In Trustees.
8932	Do. . .	Do.	f.	11	–	75	75	
9209	Kilgarrylander, .	Castledrum, . . .		12	60	60	120	—
9260	Tralee, . .	Listellick, . .	m.	13	75	–	75	—
9261	Do. . .	Do.	f.	14	–	75	75	—
		Total, . .		14	630	560	1,190	

IX.—List of Eighty Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1863—MUNSTER—*continued.*

COUNTY OF LIMERICK, ... 2 Schools.

Roll No.	Parish.	School.	No. of Schools	Number of Pupils to be accommodated.			If Lease executed, how Vested.
				Males.	Females.	Total.	
8797	Bruree, . .	Rockhill, . . m.	1	75	–	75	In Trustees.
8798	Do. . .	Do. f.	2	–	75	75	
		Total, . .	2	75	75	150	

COUNTY OF TIPPERARY, ... Nil.
COUNTY OF WATERFORD, . . . Nil.

LEINSTER—11 Schools.

COUNTY OF CARLOW, ... Nil.
COUNTY OF DUBLIN, ... Nil.
COUNTY OF KILDARE, ... Nil.

COUNTY OF KILKENNY, ... 3 Schools.

8014	Kilfane, . .	Kilfane, ...	1	60	40	100	In Board.
9049	Kilmacar, . .	Rathkyle, . . m.	2	75	–	75	—
9050	Do. . .	Do. . . f.	3	–	75	75	—
		Total, . .	3	135	115	250	

KING'S COUNTY, ... Nil.
COUNTY OF LONGFORD, ... Nil.
COUNTY OF LOUTH, ... Nil.

COUNTY OF MEATH, ... 2 Schools.

9231	Kilkiconigan, .	Ballivor, . . m.	1	75	–	75	—
9232	Do. . .	Do. . . f.	2	–	75	75	—
		Total, . .	2	75	75	150	

QUEEN'S COUNTY, ... Nil.

COUNTY OF WESTMEATH, . . . 4 Schools.

8995	Faughalstown, .	Faughalstown, . m.	2	75	–	75	In Trustees.
8996	Do. . .	Do. f.	1	–	75	75	
9003	Kilcleigh, . .	Kilcleigh, . . .	3	40	20	60	
9051	St. Mary's, . .	Coosan, . . .	4	60	40	100	—
		Total, . .	4	175	135	310	

COUNTY OF WEXFORD, ... Nil.

COUNTY OF WICKLOW, ... 2 Schools.

8909	Derrylossory, .	Glendalough, . m.	1	75	–	75	In Board.
8966	Do. . .	Do. f.	2	–	75	75	
		Total, . .	2	75	75	150	

IX.—List of Eighty Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1863—CONNAUGHT.

CONNAUGHT—16 Schools.

COUNTY OF GALWAY, ... 8 Schools.

Roll No.	Parish.	School.	No. of Schools	Number of Pupils to be accommodated.			If Lease executed, how Vested.
				Males.	Females.	Total.	
8717	Killeely, . .	Rahassane, . . m.	1	100	–	100	In Board.
8718	Do. . .	Do. f.	2	–	100	100	
8838	Killursa, . .	Headford, . . m.	3	100	–	100	In Trustees.
8839	Do. . .	Do. f.	4	–	100	100	
8973	Killeany, . .	Cloghonower, . .	5	60	40	100	—
8974	Killursa, . .	Claran, . . m.	6	100	–	100	—
8975	Do. . .	Do. f.	7	–	100	100	—
9079	Rahoon, . .	Barna, . . . f.	8	–	100	100	In Trustees.
		Total, . .	8	360	440	800	

COUNTY OF LEITRIM, ... 2 Schools.

8976	Kiltoghart, . .	Kilnagross, . . .	1	60	60	120	In Trustees.
9222	Drumlease, . .	Moneyduff, . . .	2	40	35	75	—
		Total, . .	2	100	95	195	

COUNTY OF MAYO, ... 4 Schools.

8431	Partry, . . .	Corrig, ...	1	60	40	100	In Board.
8719	Kilgeever, . .	Carranisky, . . .	2	40	35	75	
9080	Annagh, . .	Ballyhaunis, . . m.	3	100	–	100	—
9081	Do. . .	Do. . . . f.	4	–	100	100	—
		Total, . .	4	200	175	375	

COUNTY OF ROSCOMMON, . . . 1 School.

9093	Lisacul, . .	Brierfield, . . .	1	60	40	100	—
		Total, . .	1	60	40	100	

COUNTY OF SLIGO, ... 1 School.

9004	Ahamlish, . .	Mount Temple, . .	1	40	35	75	In Trustees.
		Total, . .	1	40	35	75	

IX.—List of Eighty Schools, towards the erection of which the Commissioners had sanctioned Grants, but which were not in operation on the 31st December, 1863 —*continued.*

SUMMARIES IN COUNTIES AND PROVINCES.

Summary of Ulster.

Counties.	No. of Schools.	Number of Pupils to be Accommodated.		
		Males.	Fem.	Total.
Antrim,	2	120	80	200
Armagh,	–	–	–	–
Cavan,	3	160	140	300
Donegal,	7	285	265	550
Down,	–	–	–	–
Fermanagh,	5	260	190	450
Londonderry,	–	–	–	–
Monaghan,	2	80	55	135
Tyrone,	2	90	70	160
Total,	21	995	800	1,795

Summary of Leinster.

Counties.	No. of Schools.	Number of Pupils to be Accommodated.		
		Males.	Fem.	Total.
Carlow,	–	–	–	–
Dublin,	–	–	–	–
Kildare,	–	–	–	–
Kilkenny,	3	135	115	250
King's,	–	–	–	–
Longford,	–	–	–	–
Louth,	–	–	–	–
Meath,	2	75	75	150
Queen's,	–	–	–	–
Westmeath,	4	175	135	310
Wexford,	–	–	–	–
Wicklow,	2	75	75	150
Total,	11	460	400	860

Summary of Munster.

Counties.	No. of Schools.	Number of Pupils to be Accommodated.		
		Males.	Fem.	Total.
Clare,	1	40	20	60
Cork,	15	920	735	1,655
Kerry,	14	630	560	1,190
Limerick,	2	75	75	150
Tipperary,	–	–	–	–
Waterford,	–	–	–	–
Total,	32	1,665	1,390	3,055

Summary of Connaught.

Counties.	No. of Schools.	Number of Pupils to be Accommodated.		
		Males.	Fem.	Total.
Galway,	8	360	440	800
Leitrim,	2	100	95	195
Mayo,	4	200	175	375
Roscommon,	1	60	40	100
Sligo,	1	40	35	75
Total,	16	760	785	1,545

Summary in Provinces of the Foregoing.

Provinces.	No. of Schools.	Number of Pupils to be Accommodated.		
		Males.	Females.	Total.
Ulster,	21	995	800	1,795
Munster,	32	1,665	1,390	3,055
Leinster,	11	460	400	860
Connaught,	16	760	785	1,545
Total,	80	3,880	3,375	7,255

APPENDIX K.

I.—List of One Hundred and Eighty-five new Non-vested Schools, to which Grants were made, during the year ended 31st December, 1863.

Note.—In cases marked thus (*) the Grants were subsequently cancelled.

ULSTER—66 Schools.

COUNTY OF ANTRIM—22 Schools.

Roll No.	Parish.	School.
9042	Shankill,	Eliza-street.
9059	Portglenone,	Connaughtligger.
9062	Skerry,	Braid.
9063	Ballylinny,	Moosley.
9074	Shankill,	Linfield.
9075	Duncane,	Staffordstown.
9082	Ballymoney,	Wesley-place.
9105	Donegore,	Parkgate.
9124	Shankill,	N. Thomas-street, i.
9125	Ditto,	Lower Kent-street.
9126	Ditto,	Crumlin-road, No. 2.
9148	Carrickfergus,	Sulla Tober.
9164	Shankill,	Rosemary-street, i.
9165	Ditto,	Welsh-street.
9166	Ditto,	Ditto, i.
9167	Rathlin,	Rathlin Island, f.
9173	Shankill,	Malvern-street, m.
9174	Ditto,	Ditto, f.
9223	Ditto,	Winetavern-street,
9233	Ditto,	Smithfield West.
9234	Carrickfergus,	Front Quarter.
9246	Armoy,	Armoy.

COUNTY OF ARMAGH—3 Schools.

9083	Armagh,	Abbey-street, f.
9168	Ditto,	Banbrook.
9235	Tynan,	Lislooney.

COUNTY OF CAVAN—6 Schools.

9108	Bailieborough,	Lisball, tem.
9109	Larah.	Clifferna, f.
9127	Kildrumsherdan,	Lamgelton.
9149	Kinawley,	Swanlinbar, No. 2.
9204	Knockbride,	Turfad.
9205	Larah,	Tullyunshin.

COUNTY OF DONEGAL—8 Schools.

9043	Drumholme,	Goolard.
9044	Killaghter,	Killaghter.
9084	Gartan,	Losset.
9085	Lettermacaward,	Ducany.
9128	Convoy,	Agheygalt.
9150	Kilbarron,	The Mall.
9206	Ditto,	Cliff.
9207	Innismacsaint,	Rock of Bundoran.

COUNTY OF DOWN—9 Schools.

Roll No.	Parish.	School.
9064	Drumballyroney,	Annahinchigo.
9086	Ballywalter,	Ballyferris.
9129	Drumballyroney,	Drumdreenagh.
9151	Tullylish,	Ballydougan.
9152	Ditto,	Ditto, *f.
9175	Ballyphilip,	Portaferry, No. 3.
9176	Magheralin,	Drumnaferry.
9187	Shankill,	Kilmore.
9224	Holywood,	Belmont, f.

COUNTY OF FERMANAGH—Nil.

COUNTY OF LONDONDERRY—9 Schools.

9053	Termoneeny,	Termoneeny.
9065	Templemore,	Derry Lunatic Asylum.
9087	Ballyscullion.	Moyala Park.
9095	Drummachose,	Drumrammer.
9106	Glendermott,	Gortnessy.
9110	Magherafelt,	Coolshiney.
9153	Tamlaght O'Crilly,	Lismoyle, f.
9154	Desertoghill,	Carhill, f.
9236	Magherafelt,	New Row, Castledawson.

COUNTY OF MONAGHAN—4 Schools.

9076	Aughnamullen,	Annahaia.
9130	Muckno,	M'Kelvey's Grove.
9210	Tullycorbett,	Tullycorbet.
9237	Ballybay,	Ballybay.

COUNTY OF TYRONE—5 Schools.

9077	Clogher,	Clogher, par.
9078	Ardboe,	Gortnaguig.
9088	Bodoney, Upper,	Eden.
9155	Tullyneskin,	Coalisland, i.
9194	Clogher,	Clogher, i.

SUMMARY OF ULSTER.

County.	No. of Schools.
Antrim,	22
Armagh,	3
Cavan,	6
Donegal,	8
Down,	9
Fermanagh,	–
Londonderry,	9
Monaghan,	4
Tyrone,	5
Total,	66

MUNSTER—39 Schools.

COUNTY OF CLARE—3 Schools.

Roll No.	Parish.	School.	
9045	Killard,	Baltard.	
9195	Tomgraney,	Scariff,	prep.
9211	Killofin,	Labasheeda.	

COUNTY OF CORK—16 Schools.

9054	Skull,	Bawnakeane.	
9066	St. Mary's (Shandon),	Blackpool.	
9067	Rathbarry,	Rathbarry.	
9068	Ballymodan,	Crossmahon.	
9096	Rahan,	Rahan.	
9097	Monanimmy,	Knockacolitha,	f.
9131	Tullalease,	Tullalease,	m.
9156	Templemartin,	Mossgrove.	
9161	Kilmocomogue,	Bantry,	f.
9169	Tullalease,	Tullalease,	f.
9170	St. Anne's (Shandon),	St. Patrick's,	i.
9177	Kilmeen,	Garrison.	
9188	Kilmocomogue,	Bantry, No. 3.	
9228	Holy Trinity,	Queen-street.	
9247	Macroom,	Araglin,	m.
9248	Ditto,	Ditto,	f.

COUNTY OF KERRY—8 Schools.

9048	Ballyseedy,	Ballyseedy,	m.
9055	Ditto,	Ditto,	f.
9090	Kilcummin,	Shrone,	m.
9091	Ditto,	Ditto,	f.
9098	Kilgarrylander,	Boulteen.	
9178	Caher,	Caherciveen.	
9179	Minnard,	Minnard.	
9189	Ballinskelligs,	Ballinskelligs.	

COUNTY OF LIMERICK—3 Schools.

9132	Fedamore,	Carnane.	
9157	Knockainey,	Knockainey,	f.
9180	Kilscannel,	Kilscannell.	

COUNTY OF TIPPERARY—8 Schools.

9060	Templederry,	Clohinch,	m.
9061	Ditto,	Ditto,	f.
9099	Templeneiry,	College.	
9181	Hore Abbey,	Hore Abbey.	
9190	Templeachally,	Boher.	
9249	Newcastle,	Newcastle,	m.
9250	Ditto,	Ditto,	f.
9258	St. Mary's,	Clonmel Gaol.	

COUNTY OF WATERFORD—1 School.

9259	Waterford,	Waterford Gaol.

SUMMARY OF MUNSTER.

County.	No. of Schools.
Clare,	3
Cork,	16
Kerry,	8
Limerick,	3
Tipperary,	8
Waterford,	1
Total,	39

LEINSTER—37 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—9 Schools.

Roll No.	Parish.	School.	
9111	Balscadden,	Ring.	
9120	St. Bride's,	St. Bride's,	m.
9121	Ditto,	Ditto,	f.
9122	Ditto,	Ditto,	i.
9158	St. Paul's,	Blackhall-place,	m.
9159	Ditto,	Ditto,	f.
9203	St. Anne's,	Leeson-lane,	i.
9212	St. Mark's,	Townsend-street,	f.
9213	Ditto,	Ditto,	i.

COUNTY OF KILDARE—1 School.

9123	Kilkea,	Kilkea.

COUNTY OF KILKENNY—3 Schools.

9133	Callan,	Callan, No. 2,	f.
9134	Grange Silvia,	Goresbridge,	f.
9214	Tullaroan,	Ballybeigh.	

KING'S COUNTY—6 Schools.

9046	Kilbride,	Clara.
9089	Ditto,	Tullamore.
9191	Geashill,	Geashill.
9225	Kinnetty,	Longford.
9226	Cullenwaine,	Cullenwaine.
9227	Reynagh,	Banagher.

COUNTY OF LONGFORD—3 Schools.

9092	Killoe,	Doorock.
9101	Abbeyshrule,	Abbeyshrule.
9135	Killoe,	Enybegs.

COUNTY OF LOUTH—3 Schools.

9100	Mosstown,	Philipstown.	
9136	Dundalk,	Jocelyn-street.	
9182	Clogher,	Clogher Head,	f.

COUNTY OF MEATH—1 School.

9238	Kilskyre,	Ballinlough,	m.

QUEEN'S COUNTY—2 Schools.

Roll No.	Parish.	School.
9137	Killabban,	Ardough.
9138	Clonenagh,	Barneshrone.

COUNTY OF WESTMEATH—2 Schools.

9183	St. Mary's,	Blackberry-lane.
9196	Rathconrath,	Miltown, f.

COUNTY OF WEXFORD—5 Schools.

9047	St. Mary's,	New Ross, No. 2, f.
9160	Kilbride,	Clologue, f.
9184	St. James's,	Shielbaggon, m.
9185	Ditto,	Ditto, f.
9215	Ditto,	Ballyhack, f.

COUN Y OF WICKLOW—1 School.

9192	Ennereilly,	Ballymoyle.

SUMMARY OF LEINSTER.

County.	No. of Schools.
Carlow,	–
Dublin,	9
Kildare,	1
Kilkenny,	3
King's,	6
Longford,	3
Louth,	3
Meath,	1
Queen's,	2
Westmeath,	2
Wexford,	5
Wicklow,	1
Total,	36

CONNAUGHT—44 Schools.

COUNTY OF GALWAY—13 Schools.

Roll No.	Parish.	School.
9056	Kilquain,	Raheen.
9057	Cummer,	Ballinderry, m.
9058	Ditto,	Ditto, f.
9069	Lackagh,	Bawnmore, m.
9070	Ditto,	Ditto, f.
9102	Dunmow,	Shanballymore.
9112	Ballindoon,	Errislannon.
9113	Rahoon,	Bushypark.
9139	Dunmore,	Flaska.
9197	Ballynakill,	Abbey of Kilnalahan.
9251	Dunmore,	Garrafrauns.
9252	Killeen,	Killeen, m.
9253	Ditto,	Ditto, f.

COUNTY OF LEITRIM—5 Schools.

Roll No.	Parish.	School.
9114	Feenagh,	Feenagh.
9193	Inismagrath,	Glackaun.
9198	Drumreilly,	Tullyvecan.
9199	Killarga,	Gowlaun.
9254	Drumreilly,	Aughawillan.

COUNTY OF MAYO—11 Schools.

9107	Bohola,	Lismirrane.
9115	Westport,	Derrygorman.
9116	Innisboffin,	Innishark.
9117	Turlough,	Park.
9118	Kilmaine,	Kilmaine, m.
9119	Ditto,	Ditto, f.
9221	Killala,	Killala Workhouse.
9239	Kilconduff,	Tumgesh.
9240	Aghamore,	Aghamore, m.
9255	Mayo,	Facefield.
9256	Ballyhean,	Westlands.

COUNTY OF ROSCOMMON—10 Schools.

9103	Boyle,	Ardsallagh.
9104	Creeve,	Boheroe.
9140	Ogulla,	Tulsk.
9200	Kilglass,	Druminardley.
9208	Tibohine,	Mullen.
9216	St. Peter's,	Cloonakilla, m.
9217	Ditto,	Ditto, f.
9218	Boyle,	Grange.
9219	Kilmore,	Ballagh.
9257	Moor,	Derrylaghan.

COUNTY OF SLIGO—5 Schools.

9171	Drumcliffe,	Rockley.
9172	Kilmacshalgan,	Glen Easkey.
9201	St. John's,	St. John's, i.
9202	Skreen,	Derk.
9220	Cloonaghill,	Bunenadden.

SUMMARY OF CONNAUGHT.

County.	No. of Schools.
Galway,	13
Leitrim,	5
Mayo,	11
Roscommon,	10
Sligo,	5
Total,	44

PROVINCIAL SUMMARY.

Province.	No. of Schools.
Ulster,	66
Munster,	39
Leinster,	36
Connaught,	44
Total,	185

II.—List of Thirty-five Schools, towards which Grants were sanctioned for *Building, Fitting-up*, and *Enclosing*, during the year ended 31st December, 1863.

In the cases marked thus (*) the Grants were subsequently cancelled.

ULSTER—12 Schools.

COUNTY OF ANTRIM—1 School.

Roll No.	Parish.	School.
9241	Rasharkin,	Crusheybracken.

COUNTY OF ARMAGH—Nil.

COUNTY OF CAVAN—Nil.

COUNTY OF DONEGAL—3 Schools.

9141	Drumholme,	Laghey.
9142	Innismacsaint,	Bundoran, m.
9143	Ditto,	Ditto, f.

COUNTY OF DOWN—1 Schools.

9094	Newtownards,	Anne-street,† m.

COUNTY OF FERMANAGH—3 Schools.

9071	Enniskillen,	Enniskillen Dis. Mod. m.
9072	Ditto,	Ditto, f.
9073	Ditto,	Ditto, i.

COUNTY OF LONDONDERRY—Nil.

COUNTY OF MONAGHAN—1 School.

9186	Clones, East,	Magherarney.

COUNTY OF TYRONE—2 Schools.

9163	Dromore,	Dromore, *m.
9242	Skirts of Urney and Ardstraw,	Ganvaghan.

SUMMARY OF ULSTER.

County.	No. of Schools.
Antrim,	1
Armagh,	–
Cavan,	–
Donegal,	3
Down,	1
Fermanagh,	3
Londonderry,	–
Monaghan,	1
Tyrone,	2
Total,	11

MUNSTER—13 Schools.

COUNTY OF CLARE—2 Schools.

Roll No.	Parish.	School.
9229	Inagh,	Letterkelly, m.
9230	Ditto,	Ditto, f.

COUNTY OF CORK—7 Schools.

9144	Kilbrin,	Curras, m.
9145	Ditto,	Ditto, f.
9146	Tullagh,	Pookeen.
9162	Kilmonogue,	Belgooley.
9243	Kilmichael,	Lackareigh.
9244	Nohoval Daly,	King Williamstown, m.
9245	Ditto,	Ditto, f.

COUNTY OF KERRY—3 Schools.

9209	Kilgarrylander,	Castledrum.
9260	Tralee,	Listellick, m.
9261	Ditto,	Ditto, f.

COUNTY OF LIMERICK—1 School.

9147	Cloncagh,	Tiernahilla.*

COUNTY OF TIPPERARY—Nil.

COUNTY OF WATERFORD—Nil.

SUMMARY OF MUNSTER.

County.	No. of Schools.
Clare,	2
Cork,	7
Kerry,	3
Limerick,	1
Tipperary,	–
Waterford,	–
Total,	13

LEINSTER—6 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—Nil.

COUNTY OF KILDARE—Nil.

COUNTY OF KILKENNY—2 Schools.

Roll No.	Parish.	School.
9049	Kilmacar,	Rathkyle, m.
9050	Ditto,	Ditto, f.

† Grants previously (1862) made to female department of this school as non-vested.

KING'S COUNTY—Nil.
COUNTY OF LONGFORD—Nil.
COUNTY OF LOUTH—Nil.
COUNTY OF MEATH—2 Schools.

Roll No.	Parish.	School.
9231	Killicorrigan, .	Ballivor, . . m.
9232	Ditto, . .	Ditto, . . f.

QUEEN'S COUNTY—Nil.
COUNTY OF WESTMEATH—2 Schools.

9051	St. Mary's, .	Coosan, . . m.
9052	Ditto, . .	Ditto, . . f.

COUNTY OF WEXFORD—Nil.
COUNTY OF WICKLOW—Nil.

SUMMARY OF LEINSTER.

County.	No. of Schools.
Carlow,	–
Dublin,	–
Kildare,	–
Kilkenny,	2
King's,	–
Longford,	–
Louth,	–
Meath,	2
Queen's,	–
Westmeath,	2
Wexford,	–
Wicklow,	–
Total,	6

CONNAUGHT—5 Schools.
COUNTY OF GALWAY—1 School.

Roll No.	Parish.	School.
9079	Rahoon, . .	Barna, . . f.

COUNTY OF LEITRIM—1 School.

Roll No.	Parish.	School.
9222	Drumlease, .	Moneyduff.

COUNTY OF MAYO—2 Schools.

9080	Annagh, . .	Ballyhaunis, . m.
9081	Ditto, . .	Ditto, . . f.

COUNTY OF ROSCOMMON—1 School.

9093	Lisacul, . .	Brierfield.

COUNTY OF SLIGO—Nil.

SUMMARY OF CONNAUGHT.

County.	No. of Schools.
Galway,	1
Leitrim,	1
Mayo,	2
Roscommon,	1
Sligo,	–
Total,	5

PROVINCIAL SUMMARY.

Province.	No. of Schools.
Ulster,	11
Munster,	13
Leinster,	6
Connaught,	5
Total,	35

III.—List of Thirty Building Cases brought into operation during the year 1863.

Province and County.	Roll No.	School.	Province and County.	Roll No.	School.
Ulster.			Munster.		
Armagh, .	8540	Lurgan Union Model, m.	Clare, . .	9229	Letterkelly, . . m.
Ditto, . .	8541	Ditto, . . . f.	Ditto, . .	9230	Ditto, . . . f.
Ditto, . .	8542	Ditto, . . . i.	Cork, . .	8750	Runoscreena, . . f.
Cavan, . .	8948	Miltown, . . . m.	Ditto, . .	8893	Tourard, . . . m.
Ditto, . .	8949	Ditto, . . . f.	Ditto, . .	8894	Ditto, . . . f.
Down, . .	8801	Ardglass, . . . m.	Kerry, . .	7887	Knightstown, . . m.
Ditto, . .	8813	Ditto, . . . f.	Ditto, . .	7888	Ditto, . . . f.
Ditto, . .	9094	Anne-street,* . . . m.	Ditto, . .	8147	Glen.

* The female department, now vested, had been previously (1862) in operation as a non-vested school.

III.—List of Thirty Building Cases brought into operation during the year 1863—*continued.*

Province and County.	Roll No.	School.	Province and County.	Roll No.	School.
Munster—*continued.*			Connaught—*continued.*		
Kerry, . .	8148	Kells.	Galway, .	8799	Menlough, . . m.
Limerick, .	8476	Ashford, . . . f.	Ditto, . .	8800	Ditto, . . . f.
Ditto, . .	8572	Bruree.	Mayo, . .	8284	Ballymonnelly.
Ditto, . .	8783	Ballyloghane, . . m.	Ditto, . .	8740	Clongee, . . . m.
Ditto, . .	8784	Ditto, . . . f.	Ditto, . .	8741	Ditto, . . . f.
Connaught.			Sligo, . .	8206	Sligo District Model, m.
Galway, .	8446	Tullokyne.	Ditto, . .	8207	Ditto, . . . f.
			Ditto, . .	8208	Ditto, . . . i.

IV.—List of Four Operation Schools suspended during the year 1863.

County.	Roll No.	Parish.	School.
Antrim, ...	6633	Shankill, . . .	Cavehill, . . . f.
Kerry, ...	2850	Kenmare, . . .	Kenmare, . . . f.
Kildare, ...	2712	Dunmanogue, . .	Levitstown, . . . f.
Galway, ...	1009	Lickerig, . . .	Lickerig, . . . f.

V.—List of Two Suspended Schools re-opened during the year 1863.

County.	Roll No.	School.
Meath, ...	4309	Phillinstown.
Galway, ...	1008	Lickerig, . . . m.

VI.—List of Sixty-eight Schools struck off the Roll during the year 1863, with the reasons assigned.

County.	Parish.	Roll No.	Building Cases.	No.	Operation Schools.	No.	Total No. of Schools struck off.	Reasons for striking Schools off Roll.
Ulster.								
Antrim,	Connor,	2583			Lislunan,	1	1	Teacher not suitable; house in bad repair; school useless.
Ditto,	Culfeightrim,	6014			Tullyvrennan,	2	2	Proprietor of house having taken possession of it.
Cavan,	Annagh,	1759			Strahagland,	3	3	School permanently closed.
Ditto,	Drumlane,	4256			Drumkerl,	4	4	Teacher's avocation as bailiff disqualifying him for office of National teacher.
Ditto,	Upper Larah,	6876			Tullyunshin,	5	5	School permanently closed.
Ditto,	Knockbride,	8209			Turfad,	6	6	House in bad repair; accounts unfaithfully kept; instruction almost worthless.
Ditto,	Kildallan,	8381			Croghan,	7	7	School having ceased operation.
Donegal,	Stanorlar,	6201			Ballinamona,	8	8	Attendance having fallen off; school not required.
Ditto,	Culdaff,	6521			Ballycharry, f.	9	9	Amalgamated with male department.
Ditto,	Kilbarron,	8383			Behey,	10	10	Grants transferred to vested house.
Ditto,	Kilmacrennan,	8426			Portleen,	11	11	School permanently closed.
Down,	Newtownards,	3185			Ballyblack,	12	12	School having ceased operation.
Ditto,	Ditto,	5825			South-street,	13	13	Grants transferred to vested house.
Ditto,	Ballyphilip,	6485			Portaferry, No. 2, f.	14	14	Amalgamated with male department.
Ditto,	Drumballyroney,	8642			Lisnisk,	15	15	School permanently closed.
Ditto,	Tullylish,	9152			Ballydougan, f.	16	16	Grant for mixed school (boys and girls) only required.
Fermanagh,	Aghavea,	4046			Tresna,	17	17	School inoperative, and not required in locality.
Ditto,	Killisher,	4965			Mullaghbawn,	18	18	School having ceased operation.
Ditto,	Devenish,	8969			Cashelnadrea, m.	19	19	School in possession of unrecognised teacher.
Londonderry,	Templemore,	2549			Great James's-street, f.	20	20	School permanently closed.
Ditto,	Kilcronahan,	3353			Bracha Lislea,	21	21	Ditto.
Ditto,	Macosquin,	5005			Letterloan,	22	22	School having ceased operation.
Tyrone,	Cappagh,	9036			Mullaghmore,	23	23	School permanently closed.
Ditto,	Dromore,	9163	Dromore, m.	1			24	Title of intended grantor of site not satisfactory.
Munster.								
Clare,	Killofin,	6808			Labasheeda, m.	24	25	House unfit for school purposes.
Cork,	Fermoy,	1975			Fermoy, prep.	25	26	Schools in charge of Christian Brothers; not conducted according to Board's rules.
Ditto,	Ditto,	4057			Ditto, m.	26	27	
Ditto,	Mourne Abbey,	5977			Burnfoot, f.	27	28	Amalgamated with male department.
Ditto,	Clonfert,	6741			Tourard,	28	29	School having ceased operation.
Ditto,	Templemartin,	8289			Lisnagat,	29	30	Ditto.
Kerry,	Killinane,	6727			Gortaforey,	30	31	School permanently closed.
Ditto,	Kilgarrylander,	8380			Shanakeel, m.	31	32	Ditto.
Ditto,	Ditto,	8381			Ditto, f.	32	33	

Limerick,	Killagholehane,	4702	. . .	.	Broadford, .	f.	33	34	Possession of house held by dismissed teacher.
Ditto,	Dromin,	7160	. . .	.	Dromin, .	.	34	35	School having ceased operation.
Ditto,	Monagea,	8564	Monagea,	m. 2	. . .	.	.	36	Applicant having declined to proceed with building on site leased to Board.
Ditto,	Ditto,	8865	Ditto,	f. 3	. . .	.	.	37	
Ditto,	Cloncagh,	9147	Tiernahilla,	4	. . .	.	.	38	Lease for required term could not be given.
Tipperary,	Inishlounaght,	7162	. . .	.	Abbey, .	.	35	39	School having ceased operation.
Ditto,	Modreeny,	8357	. . .	.	Newtown, .	.	36	40	House wholly unsuitable.
Waterford,	Lismore,	4514	. . .	.	Lismore, No. 2,	f.	37	41	School having ceased to be conducted in accordance with Board's rules.
LEINSTER.									
Kildare,	Kilberry,	5318	. . .	.	Kilberry, .	f.	38	42	School permanently closed.
Ditto,	Ditto,	5549	. . .	.	Geraldine, .	.	39	43	School not required in the locality.
King's,	Cloneyhorke,	919	. . .	.	Portarlington,	m.	40	44	School having ceased to be conducted in accordance with Board's rules.
Ditto,	Ballykane,	6128	. . .	.	Clonegowan,	f.	41	45	Amalgamated with male department.
Ditto,	Banagher,	6449	. . .	.	Banagher, .	f.	42	46	School closed.
Ditto,	Geashill,	3088	Geashill,	5	. . .	.	.	47	Manager not having availed himself of grant.
Longford,	Killoe,	6037	. . .	.	Glanmore, .	.	43	48	School continued in charge of dismissed teacher.
Ditto,	Templemichael,	8597	. . .	.	Longford, No. 2,	evg.	44	49	School having ceased operation.
Meath,	Rathcore,	7434	. . .	.	Connelstown,	f.	45	50	School permanently closed.
Ditto,	Kilskyre,	8090	. . .	.	Ballinlough,	m.	46	51	No attention paid to Inspector's suggestions, nor to official communications.
Queen's,	Clonenagh,	6208	. . .	.	Ballyfin, Upper,	.	47	52	School permanently closed.
Westmeath,	Kilbride,	6429	. . .	.	Kilbride, .	f.	48	53	School having ceased operation.
Ditto,	St. Mary's,	9052	Coosan,	f. 6	. . .	.	.	54	Applicant having chosen to erect single house for mixed school.
Wexford,	Ballymitty,	1760	. . .	.	Hilltown, .	m.	49	55	School permanently closed.
Ditto,	Old Ross,	6921	. . .	.	Creakan, .	.	50	56	School worthless; house unfit for educational purposes.
Ditto,	Killan,	7072	. . .	.	Rathduff, .	.	51	57	House unsuitable; school unsuccessful.
CONNAUGHT.									
Galway,	Cargin,	6703	. . .	.	Clydagh, .	f.	52	58	Amalgamated with male department.
Ditto,	Kilcummin,	8364	. . .	.	Lettermullen,	.	53	59	School having ceased operation.
Ditto,	Clonfert,	8573	Laurencetown,	7	. . .	.	.	60	Applicant having declined to proceed with building.
Leitrim,	Drumreilly,	6415	. . .	.	Aughawillan,	.	54	61	School continued in charge of incompetent teacher.
Ditto,	Cloone,	7326	. . .	.	Drumeen, .	.	55	62	School permanently closed.
Ditto,	Mohill,	8950	Meelick,	8	. . .	.	.	63	Applicant not having been able to avail himself of grant.
Mayo,	Lackin,	5672	. . .	.	Carrowmacshane,	.	56	64	School transferred to unsuitable site.
Roscommon,	Tibohine,	8129	. . .	.	Loughlynn, .	i.	57	65	Amalgamated with male and female departments.
Ditto,	Eastersnow,	8539	. . .	.	Camlin, .	.	58	66	School having ceased operation.
Ditto,	Boyle,	8841	. . .	.	Knockarush,	.	59	67	House unsuitable, and held by dismissed teacher.
Sligo,	Kilmacshalgan,	7409	. . .	.	Rathgoonan,	.	60	68	School withdrawn from connexion.
			Total,	8	Total,	.	60	68	

APPENDIX L.

I.—List of One Hundred and Forty-five Workhouse Schools in connexion on the 31st December, 1863, with the Total Number of Distinct Pupils at any time on Rolls, the Average Number on Rolls, and the Average Daily Attendance of Pupils, as returned for the Year ending 31st December, 1863.

ULSTER—30 Schools.

COUNTY OF ANTRIM—7 Schools.

Roll No.	School.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
3048	Belfast	600	322	228
3652	Ballycastle	94	63	51
3653	Larne	201	111	97
3680	Ballymoney	123	77	69
3843	Ballymena	451	320	227
6314	Antrim	266	149	126
8781	Lisburn	229	150	94
	Total	1,964	1,192	892

COUNTY OF ARMAGH—Nil.

COUNTY OF CAVAN—4 Schools.

3420	Cavan	141	87	67
3447	Bailieborough	81	50	35
3644	Cootehill	107	51	34
6910	Bawnboy	155	74	60
	Total	484	262	196

COUNTY OF DONEGAL—7 Schools.

3863	Inishowen	79	49	35
4313	Donegal	61	27	18
4339	Ballyshannon	64	36	29
4932	Milford	60	41	34
4975	Letterkenny	59	32	20
5857	Dunfanaghy	20	13	10
7714	Glenties	78	47	33
	Total	421	245	179

COUNTY OF DOWN—2 Schools.

3068	Banbridge	146	81	59
3350	Newtownards	316	173	110
	Total	462	254	169

COUNTY OF FERMANAGH—Nil.

COUNTY OF LONDONDERRY—2 Schools.

3381	Coleraine	143	81	58
3881	Londonderry	197	112	75
	Total	340	193	133

COUNTY OF MONAGHAN—4 Schools.

Roll No.	School.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
3388	Monaghan	106	63	50
3668	Carrickmacross	53	41	34
7812	Clones	84	42	41
7884	Castleblayney	126	57	48
	Total	369	203	173

COUNTY OF TYRONE—4 Schools.

3039	Castlederg	57	31	19
5074	Cookstown	150	103	73
6315	Strabane	98	54	47
6316	Omagh	246	129	108
	Total	551	317	247

MUNSTER—50 Schools.

COUNTY OF CLARE—8 Schools.

3288	Ennis	159	88	64
3408	Scarriff	87	60	44
3489	Kilrush	134	92	68
3534	Ennistymon	134	92	66
6130	Tulla	91	70	53
6224	Killadysert	79	51	36
6359	Ballyvaughan	34	23	20
6595	Corrofin	42	30	28
	Total	760	506	379

COUNTY OF CORK—17 Schools.

3167	Middleton	119	85	71
3242	Fermoy	145	88	72
3417	Skibbereen	70	51	37
3545	Cork	921	502	363
3565	Dunmanway	80	36	32
3651	Mallow	179	113	79
3923	Kanturk	232	180	123
4411	Bantry	40	21	15
4896	Macroom	47	28	19
4925	Kinsale	121	51	30
5993	Castletown	83	48	29
6012	Millstreet	170	109	73
6121	Youghal	239	135	99
6123	Bandon	58	48	28
6140	Skull	60	36	24
6216	Mitchelstown	156	90	62
6949	Clonakilty	70	49	43
	Total	2,790	1,670	1,199

COUNTY OF KERRY—6 Schools.

Roll No.	School.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
3860	Tralee	315	178	147
4314	Listowel	194	120	81
4340	Killarney	195	137	106
4670	Kenmare	132	81	59
4996	Caherciveen	128	79	52
5324	Dingle	124	85	59
	Total	1,088	680	504

COUNTY OF LIMERICK—6 Schools.

3040	Newcastle	131	101	68
3066	Kilmallock	185	121	97
3415	Rathkeale	201	119	92
5058	Limerick	613	433	316
6013	Croom	99	72	54
6021	Glinn	43	31	22
	Total	1,272	877	649

COUNTY OF TIPPERARY—9 Schools.

3024	Clonmel	246	184	164
3142	Tipperary	148	101	73
3363	Cashel	241	177	139
3414	Roscrea	118	81	64
3445	Clogheen	123	81	63
3519	Nenagh	187	131	118
3546	Carrick-on-Suir	139	112	82
3647	Thurles	249	149	125
9031	Borrisokane	53	38	31
	Total	1,504	1,054	859

COUNTY OF WATERFORD—4 Schools.

3418	Lismore	105	76	66
3826	Waterford	408	207	133
4180	Dungarvan	174	101	58
6745	Kilmacthomas	117	56	39
	Total	804	440	296

LEINSTER—36 Schools.

COUNTY OF CARLOW—Nil.

COUNTY OF DUBLIN—3 Schools.

3144	Balrothery	82	44	27
3265	Rathdown	179	102	83
7187	Dublin, North	416	229	184
	Total	677	375	294

COUNTY OF KILDARE—3 Schools.

3155	Naas	143	96	72
3862	Athy	227	139	116
8534	Celbridge,	72	46	37
	Total	442	281	225

COUNTY OF KILKENNY—5 Schools.

3378	Callan	128	92	75
3507	Kilkenny	180	170	139
6278	Thomastown	102	75	59
6625	Urlingford	77	63	52
6947	Castlecomer	60	34	28
	Total	547	434	353

KING'S COUNTY—3 Schools.

3364	Edenderry	132	89	56
3446	Tullamore	147	93	71
7939	Parsonstown	164	103	73
	Total	443	285	200

COUNTY OF LONGFORD—3 Schools.

3368	Longford	155	113	88
3566	Granard	151	90	68
6811	Ballymahon	97	57	39
	Total	403	260	195

COUNTY OF LOUTH—3 Schools.

3340	Drogheda	143	90	63
3377	Dundalk	135	84	63
3382	Ardee	128	96	74
	Total	406	270	200

COUNTY OF MEATH—5 Schools.

3143	Dunshaughlin	60	44	36
3280	Trim	96	63	53
3409	Navan	92	62	46
3410	Kells	88	58	35
3544	Oldcastle	92	70	58
	Total	428	302	228

QUEEN'S COUNTY—3 Schools.

Roll No.	School.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
3411	Abbeyleix	76	53	40
4315	Mountmellick	196	125	98
9006	Donaghmore	38	31	25
	Total	310	209	163

COUNTY OF WESTMEATH—3 Schools.

3274	Athlone	219	115	87
3650	Mullingar	166	116	92
6866	Delvin	58	46	34
	Total	443	277	213

COUNTY OF WEXFORD—3 Schools.

3508	Wexford	203	144	120
3520	New Ross	209	141	117
5674	Enniscorthy	134	89	71
	Total	546	374	308

COUNTY OF WICKLOW—2 Schools.

3383	Rathdrum	73	56	46
3879	Shillelagh	76	56	48
	Total	149	112	94

CONNAUGHT—29 Schools.

COUNTY OF GALWAY—10 Schools.

3365	Galway	145	97	86
3366	Loughrea	92	54	57
3379	Gort	78	49	32
5323	Clifden	65	33	25
5448	Tuam	186	103	61
5992	Oughterard	56	33	27
6568	Mount Bellew	71	56	46
6733	Glenamaddy	139	90	62
6734	Portumna	89	50	39
7019	Ballinasloe	66	44	42
	Total	987	609	457

COUNTY OF LEITRIM—3 Schools.

3419	Mohill	110	79	53
3533	Carrick-on-Shannon	130	90	68
3669	Manorhamilton	71	49	39
	Total	311	218	160

COUNTY OF MAYO—9 Schools.

Roll No.	School.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
3859	Ballina	227	136	94
4253	Castlebar	67	42	38
4727	Westport	126	69	41
4895	Swineford	118	78	46
5117	Ballinrobe	166	107	77
6143	Claremorris	80	34	30
6198	Newport	56	41	28
8474	Belmullet	112	76	50
9221	Killala	41	39	38
	Total	993	622	442

COUNTY OF ROSCOMMON—4 Schools.

3289	Boyle	159	99	87
3878	Roscommon	155	98	72
4933	Castlereagh	203	122	102
6122	Strokestown	206	108	102
	Total	723	427	363

COUNTY OF SLIGO—3 Schools.

3339	Sligo	138	99	45
6500	Dromore, West	58	41	29
8219	Tobercurry	102	70	49
	Total	298	210	153

SUMMARY OF ULSTER.

County.	No. of Schools	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
ANTRIM	7	1,964	1,192	892
ARMAGH	–	–	–	–
CAVAN	4	484	262	169
DONEGAL	7	421	245	179
DOWN	2	462	254	196
FERMANAGH	–	–	–	–
LONDONDERRY	2	340	193	133
MONAGHAN	4	369	203	173
TYRONE	4	551	317	247
TOTAL	30	4,591	2,666	1,989

SUMMARY OF LEINSTER.

CARLOW	–	–	–	–
DUBLIN	3	677	375	294
KILDARE	3	442	281	225
KILKENNY	5	547	434	353
KING'S	3	443	285	200
LONGFORD	3	403	260	195

SUMMARY OF LEINSTER—*continued.*

County.	No. of Schools.	Total No. of Distinct Pupils at any time on Rolls for the Year ending 31st Dec., 1863.	Average No. on Rolls for the Year ending 31st Dec., 1863.	Average Daily Attendance of Pupils for the Year ending 31st Dec., 1863.
Louth . .	3	406	270	200
Meath . .	5	428	302	228
Queen's .	3	310	209	163
Westmeath .	3	443	277	213
Wexford .	3	546	374	308
Wicklow .	2	149	112	94
Total .	36	4,794	3,179	2,473

SUMMARY OF MUNSTER.

Clare . .	8	760	506	379
Cork . .	17	2,790	1,670	1,199
Kerry . .	6	1,088	680	504
Limerick .	6	1,272	877	649
Tipperary .	9	1,504	1,054	859
Waterford .	4	804	440	296
Total .	50	8,218	5,227	3,886

SUMMARY OF CONNAUGHT.

Galway .	10	987	609	457
Leitrim .	3	311	218	160
Mayo . .	9	993	622	442
Roscommon .	4	723	427	363
Sligo . .	3	298	210	153
Total .	29	3,312	2,086	1,575

SUMMARY IN PROVINCES OF THE FOREGOING.

Ulster . .	30	4,591	2,666	1,989
Munster .	50	8,218	5,227	3,886
Leinster .	36	4,794	3,179	2,473
Connaught .	29	3,312	2,086	1,575
Total .	145	20,915	13,158	9,923

II.—List of Sixteen Schools attached to Prisons, which were in connexion on 31st December, 1863.

Extract from Commissioners' Rules, as to nature of aid granted to Prison Schools.—"Such Schools are received into connexion upon the same general principles as the Workhouse Schools, and grants of books are made thereto. In special cases gratuities are awarded to the Teachers."

No.	Roll No.	School.	County.	No.	Roll No.	School.	County.
1	3266	Ennis, ...	Clare.	9	8821	Naas, ...	Kildare.
2	1385	Cork County, No. 1, .	Cork.	10	8993	Maryboro', . . m.	Queen's.
3	1386	Ditto, No. 2, .	Ditto.	11	8994	Ditto, . . f.	Ditto.
4	6962	Tralee, . . .	Kerry.	12	5475	Mullingar, . . m.	Westmeath.
5	9258	Clonmel, . . .	Tipperary.	13	5613	Ditto, . . f.	Ditto.
6	9259	Waterford, . . .	Waterford.	14	3567	Galway County, . .	Galway.
7	7483	Richmond Bridewell, m.	Dublin.	15	3800	Ditto Town, . .	Ditto.
8	7484	Ditto Penitentiary, f.	Dittq.	16	3412	Castlebar, . . .	Mayo.

III.—List of Two Schools in which the Patron, at his own request, receives only Grants of Books and the benefits of Inspection.

606 Solahade, m. Tipperary. | 2012 Solahade, f. Tipperary.

IV.—List of Four Lunatic Asylum Schools, in connexion on 31st December, 1863.

8365 Richmond, m. Dublin. | 9032 Sligo, . Sligo.
8366 Ditto, f. Ditto. | 9065 Londonderry, Londonderry.

V.—List of One Hundred and Thirty-four Convent and Monastic Schools in connexion on the 31st December, 1863, with the Total Number of Distinct Pupils on the Rolls, the Average Number on the Rolls, and the Average Daily Attendance, as returned by the Managers, for the Year ending 31st December, 1863.

ULSTER—11 Schools.

COUNTY OF ANTRIM—2 Schools.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
7059	Crumlin-road, f.	1,435	714	384
8056	Hamilton-st., f.	472	225	163
	Total, .	1,907	939	547

COUNTY OF ARMAGH—2 Schools.

7508	Canal-street, f.	553	443	301
8220	Mt.St.Catherine,f	211	181	137
	Total, .	764	624	438

COUNTY OF CAVAN—1 School.

8490	Cavan, . i.	437	309	138
	Total, .	437	309	138

COUNTY OF DONEGAL—Nil.

COUNTY OF DOWN—2 Schools.

243	High-street, f.	774	480	350
7272	John-street, f.	272	177	110
	Total, .	1,046	657	460

COUNTY OF FERMANAGH—1 School.

7497	Enniskillen, No. 2, . f.	327	207	148
	Total, .	327	207	148

COUNTY OF LONDONDERRY—1 School.

6168	St. Columb's, No. 2, f.	470	379	217
	Total, .	470	379	217

COUNTY OF MONAGHAN—1 School.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
359	Monaghan, f.	265	152	89
	Total, .	265	152	89

COUNTY OF TYRONE—1 School.

6323	Omagh, . f.	248	165	94
	Total, .	248	165	94

MUNSTER—49 Schools.

COUNTY OF CLARE—2 Schools.

7299	Kilrush, . f.	552	361	182
7315	Ennis, . f.	915	547	289
	Total, .	1,467	908	471

COUNTY OF CORK—19 Schools.

512	Midleton, f.	834	703	502
1541	Charleville, f.	468	300	199
2258	Fermoy, . f.	572	436	274
2278	Mill-street, f.	446	364	201
3828	Youghal, f.	715	513	293
4268	Doneraile, f.	405	336	196
4572	Kinsale, . f.	756	568	366
4630	Mallow, . f.	393	313	234
5257	Bandon, . f.	612	458	374
5669	Gt. George's-st. Lancasterian,m.	817	405	307
5940	Blackrock, f.	213	167	95
5999	Douglas-st. m	1,241	756	359
6153	St. Finbar's, f.	2,575	1,223	603
6376	Queenstown, f.	781	545	345
6526	St. Joseph's, f.	1,329	727	416
7651	Clonakilty, f.	629	458	329
8414	Passage West, i.	114	86	38
8430	Skibbereen (2) f.	680	546	305
9161	Bantry, . f.	352	289	163
	Total, .	13,932	9,193	5,599

COUNTY OF KERRY—11 Schools.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
1793	Killarney, m.	416	365	223
3655	Ballyoughtera, m.	278	178	101
533	Killarney, f.	626	424	264
538	Dingle, . f.	568	388	230
545	Tralee, . f.	735	521	443
1859	Milltown, f.	374	257	140
2884	Cahirciveen, f.	602	390	228
4062	Listowel, f.	818	519	295
6215	Castleisland, f.	579	410	252
6654	Killarney (2) f.	262	210	137
8320	Kenmare (2) f.	580	510	384
	Total, .	5,838	4,172	2,697

COUNTY OF LIMERICK—8 Schools.

570	SS. Mary and Munchin's, f.	1,133	791	459
5143	Perry-square, f.	738	469	258
5194	St. John's, f.	648	375	206
5547	Sexton-street, f.	1,222	793	449
5554	St. Mary's, f.	147	63	33
6032	St. Catherine's, f.	637	466	324
6569	St. Anne's, f.	496	342	244
6936	St. John's-sq. f.	716	456	279
	Total, .	5,737	3,755	2,252

COUNTY OF TIPPERARY—7 Schools.

581	Cashel, f.	644	505	366
2133	Air-hill, f.	540	382	339
4068	Thurles, f.	512	410	262
5110	Do. indus. f.	56	49	19
6865	Carrick-on-Suir, f	355	300	207
7392	Nenagh, f.	736	474	269
8903	Fethard, f.	359	300	271
	Total, .	3,202	2,420	1,733

COUNTY OF WATERFORD—2 Schools.

1289	Tallow, . f.	412	380	227
3228	Cappoquin (2) f.	370	282	209
	Total, .	782	662	436

LEINSTER—59 Schools.

COUNTY OF CARLOW—4 Schools.

681	Tullow, . m.	334	251	145
682	Ditto, . f.	300	225	136
656	Carlow, . f.	728	550	292
1926	Bagnalstown, f.	297	254	150
	Total, .	1,659	1,280	723

COUNTY OF DUBLIN—15 Schools.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
721	Blackrock, f.	268	178	111
729	Loretto, f.	280	228	146
1149	King's Inns-st. f.	1,573	1,183	792
1985	Booterstown, f.	231	149	106
2018	Baggot-street, f.	1,641	1,278	850
3107	Richmond, f.	354	319	169
5600	Kingstown, f.	882	805	497
5933	George's-hill, f.	1,128	825	529
6372	Fir-house, f.	119	76	40
6742	Warrenmount, f.	900	499	256
7029	Tranquilla, f.	273	193	73
7182	Dalkey, No. 2, f.	216	147	93
7546	Golden-bridge, f.	569	341	247
7608	Glasthule, f.	309	193	149
7883	Clondalkin, f.	413	277	130
	Total, .	9,156	6,691	4,188

COUNTY OF KILDARE—5 Schools.

771	Kildare, . f.	260	206	108
779	Maynooth, f.	266	214	129
1151	Clane, . f.	184	143	84
3246	Naas, . f.	370	266	178
4997	Athy, . f.	646	435	283
	Total, .	1,726	1,264	782

COUNTY OF KILKENNY—3 Schools.

806	Kilkenny, f.	690	422	318
5437	Mooncoin, f.	288	206	140
9134	Goresbridge, f.	164	159	74
	Total, .	1,142	787	532

KING'S COUNTY—5 Schools.

823	Killina, . f.	154	131	62
2080	Tullamore, f.	543	414	189
3220	Birr, . f.	482	331	182
7471	Portarlington, f.	277	196	106
8982	Clara, . f.	254	173	88
9227	Banagher, f.	176	149	110
	Total, .	1,886	1,394	739

COUNTY OF LONGFORD—1 School.

857	Longford, f.	491	291	187
	Total, .	491	291	187

COUNTY OF LOUTH—4 Schools.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ending 31st Dec., 1863.
851	Drogheda, f.	1,113	696	411
5387	Dundalk, No. 2, f.	862	506	310
8052	St. Mary's, f.	584	507	295
8445	Ardee, No. 2, f.	214	176	104
	Total, .	2,773	1,885	1,120

COUNTY OF MEATH—2 Schools.

883	Navan, . f.	574	385	226
7472	Do. No. 2, f.	366	285	169
	Total, .	940	670	395

QUEEN'S COUNTY—6 Schools.

902	Coote-street, f.	277	197	119
1956	Maryborough, f.	422	278	182
3526	Abbeyleix, f.	174	159	83
6497	Stradbally, f.	368	322	184
7183	Mountmellick, f.	360	268	144
7442	Borris-in-Ossory f	126	96	54
	Total, .	1,727	1,320	766

COUNTY OF WESTMEATH—3 Schools.

934	Mullingar, f.	693	443	224
6674	Rochford Bridge f.	191	128	80
8682	Moate, No. 2, f.	563	351	180
	Total, .	1,447	922	484

COUNTY OF WEXFORD—8 Schools.

967	New Ross, f.	559	278	132
969	Wexford, f.	725	396	270
3634	N.-T.-Barry, f.	180	105	67
3824	Gorey, f.	427	189	152
4949	Wexford, i.	402	243	159
6058	Enniscorthy, f.	405	328	169
8221	Templeshannon, f	216	150	89
9047	New Ross, No. 2, f.	405	280	138
	Total, .	3,319	1,969	1,176

COUNTY OF WICKLOW—2 Schools.

Roll No.	School.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
5237	Delgany, f.	160	125	64
7180	Bray, No. 2, f.	491	366	212
	Total, .	651	491	276

CONNAUGHT—15 Schools.

COUNTY OF GALWAY—10 Schools.

1011	Loughrea, f.	–	–	–
1013	Rahoon, f.	644	490	380
1016	Galway, m.	945	573	407
4515	N.-town-Smith, f.	899	599	353
6613	St. Nicholas', f.	718	342	203
6632	St. Vincent's, f.	393	337	259
6839	Ballinasloe, f.	643	495	325
8195	Gort, No. 2, f.	437	414	272
8322	Oughterard, f.	368	272	154
8795	Oranmore, f.	283	227	189
	Total, .	5,330	3,749	2,542

COUNTY OF LEITRIM—Nil.

COUNTY OF MAYO—2 Schools.

5215	Ballina, f.	629	578	273
7713	Swineford, f.	548	367	179
	Total, .	1,177	945	452

COUNTY OF ROSCOMMON—2 Schools.

7238	Roscommon, f.	645	514	243
7722	St. Peter's, f.	696	399	199
	Total, .	1,341	913	442

COUNTY OF SLIGO—1 School.

5851	Sligo, . f.	846	465	283
	Total, .	846	465	283

SUMMARY OF ULSTER.

County.	No. of Schools.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
Antrim, . .	2	1,907	939	547
Armagh, .	2	764	624	438
Cavan, . .	1	437	309	138
Donegal, .	–	–	–	–
Down, . .	2	1,046	657	460
Fermanagh, .	1	327	207	148
Londonderry,	1	470	379	217
Monaghan, .	1	265	152	89
Tyrone, .	1	248	165	94
Total, .	11	5,464	3,432	2,131

SUMMARY OF LEINSTER.

County.	No. of Schools.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
Carlow, .	4	1,659	1,280	723
Dublin, .	15	9,156	6,691	4,188
Kildare, .	5	1,726	1,264	782
Kilkenny, .	3	1,142	787	532
King's, . .	6	1,886	1,394	739
Longford, .	1	491	291	187
Louth, .	4	2,773	1,885	1,120
Meath, .	2	940	670	395
Queen's, .	6	1,727	1,320	766
Westmeath, .	3	1,447	922	484
Wexford, .	8	3,319	1,969	1,176
Wicklow, .	2	651	491	276
Total, .	59	26,917	18,964	11,368

SUMMARY OF MUNSTER.

County.	No. of Schools.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
Clare, . .	2	1,467	903	471
Cork, . .	19	13,932	9,193	5,599
Kerry, . .	11	5,838	4,172	2,697
Limerick, .	8	5,737	3,755	2,252
Tipperary, .	7	3,202	2,420	1,733
Waterford, .	2	782	662	436
Total, .	49	30,958	21,110	13,188

SUMMARY OF CONNAUGHT.

County.	No. of Schools.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
Galway, .	10	5,330	3,749	2,542
Leitrim, .	–	–	–	–
Mayo, . .	2	1,177	945	452
Roscommon, .	2	1,341	913	442
Sligo, . .	1	846	465	283
Total, .	15	8,694	6,072	3,719

SUMMARY IN PROVINCES OF THE FOREGOING.

County.	No. of Schools.	Total No. of Distinct Pupils for any time on Rolls during Year ended 31st Dec., 1863.	Average No. of Pupils on Rolls for Year ended 31st Dec., 1863.	Average Daily Attendance of Pupils for Year ended 31st Dec., 1863.
Ulster, .	11	5,464	3,432	2,131
Munster, .	49	30,958	21,110	13,188
Leinster, .	59	26,917	18,964	11,368
Connaught, .	15	8,694	6,072	3,719
Total, .	134	72,033	49,578	30,406

VI.—List of Eighty-nine Agricultural School Farms in connexion with the Board, on 31st December, 1863.

Nineteen School Farms under exclusive management of the Commissioners.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim . .	6737	Ballymoney.	Limerick .	6969	Limerick.
Ditto .	6967	Ulster (Belfast).	Tipperary .	3694	Kyle Park.
Cavan . .	5627	Bailieborough.	Ditto .	5424	Derrycastle.
Donegal .	6963	Templedouglas.	Ditto .	5615	Gormanstown.
Monaghan .	4885	Bath.	Dublin . .	—	Albert Training Institution.
Cork .	1272	Glandore.	Kildare .	6209	Athy.
Ditto .	5236	Farrahy.	Kilkenny .	5251	Woodstock.
Ditto .	5636	Dunmanway.	Ditto .	6981	Kilkenny.
Ditto .	6736	Munster (Cork).	Leitrim .	1125	Leitrim.
Limerick .	5643	Mount Trenchard.			

Seventeen School Farms under Local management.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	2454	Larne.	Carlow	5803	Garryhill.
Ditto	6081	Ballycarry.	Kilkenny	6189	Piltown.
Londonderry	7186	Templemoyle.	King's	324	Rahan.
Monaghan	370	Cornagilta.	Louth	837	Dromiskin.
Tyrone	400	Loughash.	Meath	6592	Woodpole.
Clare	2439	Feakle.	Galway	1320	Ballinakill.
Ditto	3373	Sallybank.	Ditto	3842	Clonkeen Keryl.
Ditto	5186	Cahersherkin.	Roscommon	5783	Glanduff.
Waterford	1710	Gloungarra.			

Fifty Ordinary Agricultural School Farms.

County.	Roll No.	School.	County.	Roll No.	School.
Antrim	2551	Ballytibbert.	Waterford	632	Lismore.
Armagh	4271	Taniokey.	Ditto	5233	Grange.
Ditto	4325	Drumbanagher.	Kildare	772	Tiermohan.
Cavan	4256	Drumkerl, tem.	Ditto	1713	Clane.
Ditto	4942	Drung.	Ditto	2284	Twomilehouse.
Ditto	6857	Termon.	Kilkenny	4881	Ballygloss.
Donegal	5000	Carradoan.	Ditto	6183	Whitechurch.
Ditto	5230	Convoy.	Ditto	6919	Clonmore.
Ditto	5363	Balleighan.	King's	6721	Ballyegan.
Ditto	1595	Tooban.	Longford	1435	Cloontagh.
Ditto	8425	Myragh.	Ditto	5559	Rathcline.
Fermanagh	3794	Crieve.	Meath	885	Ratoath.
Ditto	4292	Tyrehan.	Westmeath	931	Ballinvally.
Tyrone	1557	Ballynenor.	Wicklow	4588	Delgany.
Ditto	2236	Drumnafern.	Galway	1645	Kinvarra.
Ditto	5723	Drumlish.	Ditto	4216	Castlehacket.
Clare	448	Parteen.	Mayo	1412	Doo Castle.
Ditto	2383	Ballinruan.	Ditto	4692	Carragorru.
Ditto	6368	Cross.	Ditto	1058	Brusna.
Cork	3431	Kildinan.	Roscommon	1607	Cornafulla.
Ditto	5700	Clonkeen.	Ditto	7292	Ballymurray.
Ditto	6295	Freemount.	Ditto	1860	Ballyforan.
Ditto	4455	Newmarket.	Ditto	8405	Ballyminton.
Kerry	7813	Direendarragh.	Sligo	1213	Geevagh.
Ditto	8251	Sneem.	Ditto	1347	Camphill.

Three School Gardens.

County.	Roll No.	School.	County.	Roll No.	School.
Dublin	4992	Glasnevin Village.*	Roscommon	4100	Loughglynn.
Mayo	1074	Ballaghaderreen.			

* This one under management of Commissioners.

VII.—GENERAL SUMMARY.—Showing, 1. The Number of Schools in Operation on the 31st of December, 1863, with the Total Number of distinct Pupils on the Rolls, the Average Number of Pupils on the Rolls, and the Average Daily Attendance for the year: 2. The Literary Classification of the Pupils on the Rolls for the last quarter of the year: 3. The amount of aid granted by the Board in School Requisites and Apparatus at reduced prices, and as Free Stock: 4. The Amount paid during the year in Salaries, Premiums, and Gratuities; together with the Amount contributed by the local parties in aid of Teachers' Salaries: 5. The Number of Schools towards the erection of which the Commissioners had sanctioned Grants but which had not come into operation on the 31st of December, 1863; with the expected Attendance upon them: 6. The Number of Schools in the Suspended List at the end of the year: And 7. The Total Number of Schools in connexion, with the Commissioners at the end of the year 1863.

ULSTER—Operation Schools, 2,233. Building Schools, 21. Suspended Schools, 26.

PROVINCE.	COUNTY.	OPERATION SCHOOLS. No. of Schools in Operation on the 31st Dec., 1863.	Total Number of *distinct* Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Number of Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Daily Attendance of Pupils for Year ended 31st December, 1863.	Number of Pupils on the Rolls during the last Quarter of the Year, 1863, with their proficiency, as indicated by the Lesson Books. I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Aid Granted by the Board during the Year 1863. In Books, Requisites, and Apparatus, at Reduced prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	Amount of Local Emoluments received in aid of Teachers' Salaries. School Fees.	Endowments, &c.	Total.	BUILDING SCHOOLS. No. of Building Schools, on 31st December, 1863.	Expected Attendance. Males.	Females	Total.	No. of SCHOOLS in SUSPENDED LIST on 31st Dec., 1863.	Total No. of SCHOOLS, OPERATION, BUILDING, and SUSPENDED, in connexion with the Commissioners on 31st Dec., 1863.	COUNTY.	PROVINCE.
																£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.									
ULSTER.	Antrim,	464	41,267	33,755	75,022	23,604	19,396	43,000	25,277	18,203	13,227	8,335	7,703	3,412	50,880	1,030 3 2	539 6 1	563 3 4	21,430 2 3	5,075 17 10	729 9 8	5,805 7 6	2	120	80	200	5	471	Antrim,	ULSTER.
	Armagh,	165	13,558	11,849	25,407	8,404	7,559	15,963	8,551	6,444	5,070	3,050	2,737	1,056	18,357	328 17 7	344 5 4	131 16 0	6,873 16 10	1,156 11 1	503 15 7	1,660 6 8	—	—	—	—	—	165	Armagh,	
	Cavan,	235	13,937	12,138	26,075	8,975	8,024	16,999	8,140	6,786	5,471	3,662	2,533	1,269	19,721	287 1 0	171 18 0	166 5 0	6,869 17 2	539 3 8	143 15 0	673 18 8	3	160	140	300	4	242	Cavan,	
	Donegal,	285	17,391	13,091	30,482	10,518	8,215	18,763	9,197	9,621	6,205	3,621	2,416	1,059	22,922	369 13 0	177 11 5	230 15 0	7,684 13 4	821 11 1	525 14 11	1,347 6 0	7	285	205	550	5	297	Donegal,	
	Down,	340	26,476	20,950	47,426	16,450	13,094	29,544	16,896	12,417	9,567	5,636	4,885	2,009	34,514	731 19 5	334 16 8	478 6 8	14,030 14 7	3,581 2 11	728 6 2	4,309 9 1	—	—	—	—	1	341	Down,	
	Fermanagh,	127	7,517	5,582	13,099	4,653	3,461	8,114	4,069	3,412	2,684	1,675	1,350	586	9,704	198 19 0	49 7 6	96 5 0	3,360 17 9	389 14 7	66 15 0	456 9 7	5	260	190	450	1	133	Fermanagh,	
	Londonderry,	210	12,429	10,380	22,809	7,686	6,677	14,363	7,967	6,331	4,848	2,663	1,870	1,057	16,769	352 5 1	163 1 8	187 0 0	7,170 18 10	1,368 9 6	1,107 17 3	2,476 6 9	—	—	—	—	4	214	Londonderry,	
	Monaghan,	155	10,427	8,139	18,566	6,554	5,055	11,609	5,422	4,781	3,724	2,261	1,703	704	13,173	232 16 4	84 17 1	68 0 0	4,383 6 2	621 8 11	286 3 8	907 12 7	2	80	55	135	2	159	Monaghan,	
	Tyrone,	302	17,902	14,033	31,935	11,015	8,834	19,849	10,231	9,418	6,299	3,683	2,872	1,303	23,575	329 6 8	113 10 10	175 0 0	8,969 18 3	1,299 2 8	496 4 1	1,795 6 9	2	90	70	160	4	308	Tyrone,	
	Total,	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586	28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7	21	995	800	1,795	26	2,330	Total.	

MUNSTER—Operation Schools, 1,499. Building Schools, 32. Suspended Schools, 17.

PROVINCE.	COUNTY.	OPERATION SCHOOLS. No. of Schools in Operation on the 31st Dec., 1863.	Total Number of *distinct* Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Number of Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Daily Attendance of Pupils for Year ended 31st December, 1863.	Number of Pupils on the Rolls during the last Quarter of the Year, 1863, with their proficiency, as indicated by the Lesson Books. I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Aid Granted by the Board during the Year 1863. In Books, Requisites, and Apparatus, at Reduced prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	Amount of Local Emoluments received in aid of Teachers' Salaries. School Fees.	Endowments, &c.	Total.	BUILDING SCHOOLS. No. of Building Schools, on 31st December, 1863.	Expected Attendance. Males.	Females	Total.	No. of SCHOOLS in SUSPENDED LIST on 31st Dec., 1863.	Total No. of SCHOOLS, OPERATION, BUILDING, and SUSPENDED, in connexion with the Commissioners on 31st Dec., 1863.	COUNTY.	PROVINCE.
																£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.									
MUNSTER.	Clare,	197	13,189	12,505	25,694	8,722	8,631	17,353	9,347	8,323	5,598	3,135	2,162	825	20,043	291 2 11	126 6 2	162 5 0	5,991 12 8	944 19 6	119 3 7	1,064 3 1	1	40	20	60	4	202	Clare,	MUNSTER.
	Cork,	527	38,855	41,293	80,148	25,800	28,346	54,146	31,217	21,548	15,942	10,806	7,614	4,677	60,587	977 0 2	354 19 6	648 5 0	19,778 8 0	3,363 0 7	506 4 0	3,869 4 7	15	920	735	1,655	7	549	Cork,	
	Kerry,	209	15,618	16,005	31,623	10,404	10,863	21,267	12,366	8,580	6,435	4,238	3,053	2,061	24,367	405 13 0	211 10 4	240 5 0	7,108 0 2	958 17 10	250 2 7	1,209 0 5	14	650	560	1,190	2	225	Kerry,	
	Limerick,	186	13,903	17,884	31,787	9,599	12,378	21,977	12,920	8,192	5,672	3,539	3,362	2,931	23,696	484 9 11	132 14 1	254 10 10	8,893 7 2	1,709 16 11	446 15 0	2,156 11 11	2	75	75	150	1	189	Limerick,	
	Tipperary,	271	17,104	18,046	35,150	11,439	12,685	24,124	13,740	8,697	7,618	4,703	3,307	2,215	26,540	452 4 10	197 15 1	238 15 0	9,332 4 6	1,767 11 8	318 4 10	2,085 16 6	—	—	—	—	—	271	Tipperary,	
	Waterford,	109	7,593	7,377	14,780	5,007	5,199	10,206	6,006	4,264	2,845	1,793	1,330	805	11,037	215 14 1	81 4 0	74 5 0	4,431 11 8	735 3 10	461 12 9	1,196 16 7	—	—	—	—	3	112	Waterford,	
	Total,	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214	20,828	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1	32	1,665	1,390	3,055	17	1,518	Total.	

LEINSTER—Operation Schools, 1,410. Building Schools, 11. Suspended Schools, 16.

PROVINCE.	COUNTY.	OPERATION SCHOOLS. No. of Schools in Operation on the 31st Dec., 1863.	Total Number of *distinct* Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Number of Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Daily Attendance of Pupils for Year ended 31st December, 1863.	Number of Pupils on the Rolls during the last Quarter of the Year, 1863, with their proficiency, as indicated by the Lesson Books. I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Aid Granted by the Board during the Year 1863. In Books, Requisites, and Apparatus, at Reduced prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	Amount of Local Emoluments received in aid of Teachers' Salaries. School Fees.	Endowments, &c.	Total.	BUILDING SCHOOLS. No. of Building Schools, on 31st December, 1863.	Expected Attendance. Males.	Females	Total.	No. of SCHOOLS in SUSPENDED LIST on 31st Dec., 1863.	Total No. of SCHOOLS, OPERATION, BUILDING, and SUSPENDED, in connexion with the Commissioners on 31st Dec., 1863.	COUNTY.	PROVINCE.
																£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.									
LEINSTER.	Carlow,	57	3,546	4,163	7,709	2,565	3,119	5,684	2,940	2,313	1,674	1,016	655	378	6,006	99 1 10	18 15 0	57 10 0	2,187 10 9	213 3 1	50 17 7	264 0 8	—	—	—	—	—	57	Carlow,	LEINSTER.
	Dublin,	215	23,973	26,233	50,206	13,892	16,879	30,771	18,188	16,544	8,533	4,618	3,009	1,984	34,688	761 12 0	269 11 10	424 10 0	13,359 19 10	2,256 16 9	1,339 15 10	3,596 12 7	—	—	—	—	—	215	Dublin,	
	Kildare,	99	6,075	6,209	12,284	4,096	4,306	8,402	4,704	3,223	2,368	1,608	1,130	798	9,127	194 7 1	64 3 1	123 15 0	3,939 17 10	650 17 3	186 9 1	837 6 4	—	—	—	—	1	100	Kildare,	
	Kilkenny,	165	10,717	9,872	20,589	7,346	7,122	14,468	8,102	5,524	4,568	2,949	1,942	1,001	15,984	353 13 1	173 0 3	155 10 0	6,189 8 0	810 6 0	309 18 0	1,120 4 0	3	135	115	250	3	171	Kilkenny,	
	King's,	96	5,837	6,359	12,196	3,705	4,210	7,915	4,129	3,619	2,479	1,511	976	446	9,031	182 8 5	84 18 7	60 15 0	3,018 5 1	469 8 8	190 11 0	659 19 8	—	—	—	—	2	98	King's,	
	Longford,	90	5,885	5,128	11,013	3,760	3,437	7,197	3,706	3,688	2,209	1,123	922	512	8,454	119 13 4	56 14 6	112 0 0	2,574 5 3	235 17 2	94 10 0	330 7 2	—	—	—	—	2	92	Longford,	
	Louth,	84	6,576	6,744	13,320	4,343	4,579	8,922	4,767	3,779	2,516	1,535	1,278	638	9,746	157 2 3	55 4 8	80 0 0	2,852 10 11	472 1 9	241 6 0	713 7 9	—	—	—	—	2	86	Louth,	
	Meath,	158	8,098	7,550	15,648	5,637	5,375	11,012	6,088	3,863	3,184	2,216	1,556	1,282	12,101	271 16 7	76 13 0	206 15 0	5,204 9 5	720 10 7	324 17 10	1,045 8 5	2	75	75	150	4	164	Meath,	
	Queen's,	93	6,058	5,906	11,964	3,947	4,060	8,007	4,244	3,594	2,368	1,466	1,016	552	8,996	183 3 2	47 18 6	101 10 0	3,139 2 6	407 13 2	225 0 0	632 13 2	—	—	—	—	—	93	Queen's,	
	Westmeath,	124	6,422	7,122	13,544	4,324	4,837	9,161	4,903	3,367	2,853	1,881	1,307	675	10,083	132 12 9	74 6 4	143 0 0	3,294 3 7	447 2 7	118 5 0	565 7 7	4	175	135	310	1	129	Westmeath,	
	Wexford,	145	7,675	9,442	17,117	5,302	6,297	11,599	6,250	4,776	3,422	2,242	1,763	843	13,046	175 2 3	82 4 6	102 6 8	3,806 14 9	683 2 6	87 15 9	770 18 3	—	—	—	—	1	146	Wexford,	
	Wicklow,	84	5,663	5,216	10,879	3,807	3,573	7,380	3,799	3,227	2,342	1,354	908	505	8,336	138 1 4	50 13 0	68 0 0	2,643 16 9	461 19 7	230 17 2	692 16 9	2	75	75	150	—	86	Wicklow,	
	Total,	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519	16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,100 3 3	11,229 2 4	11	460	400	860	16	1,437	Total.	

CONNAUGHT—Operation Schools, 971. Building Schools, 16. Suspended Schools, 11.

PROVINCE.	COUNTY.	OPERATION SCHOOLS. No. of Schools in Operation on the 31st Dec., 1863.	Total Number of *distinct* Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Number of Pupils on Rolls for the Year ended 31st December, 1863. Males.	Females.	Total.	Average Daily Attendance of Pupils for Year ended 31st December, 1863.	Number of Pupils on the Rolls during the last Quarter of the Year, 1863, with their proficiency, as indicated by the Lesson Books. I. Book.	II. Book.	Sequels.	III. Book.	IV. and higher Books.	Total.	Aid Granted by the Board during the Year 1863. In Books, Requisites, and Apparatus, at Reduced prices.	In Free Stocks of Books, Requisites, and Apparatus.	In Premiums and other Gratuities.	In Salaries.	Amount of Local Emoluments received in aid of Teachers' Salaries. School Fees.	Endowments, &c.	Total.	BUILDING SCHOOLS. No. of Building Schools, on 31st December, 1863.	Expected Attendance. Males.	Females	Total.	No. of SCHOOLS in SUSPENDED LIST on 31st Dec., 1863.	Total No. of SCHOOLS, OPERATION, BUILDING, and SUSPENDED, in connexion with the Commissioners on 31st Dec., 1863.	COUNTY.	PROVINCE.
																£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.									
CONNAUGHT.	Galway,	230	16,644	16,201	32,845	10,316	10,722	21,038	11,464	10,721	6,303	3,485	2,141	996	23,646	378 18 4	186 16 11	208 0 0	7,057 19 2	801 13 6	216 4 0	1,017 17 6	8	360	440	800	9	247	Galway,	CONNAUGHT.
	Leitrim,	171	10,677	9,379	20,056	7,149	6,412	13,561	6,454	5,813	4,521	2,671	1,675	790	15,470	179 15 5	88 12 0	206 5 0	4,564 1 3	330 7 11	235 2 0	565 9 11	2	100	95	195	—	173	Leitrim,	
	Mayo,	265	19,922	15,922	35,844	12,350	10,256	22,606	11,198	11,815	6,762	3,518	2,620	903	25,648	308 8 4	211 11 7	197 5 0	7,117 14 6	530 18 6	413 8 6	944 7 0	4	200	175	375	2	271	Mayo,	
	Roscommon,	179	12,803	13,445	26,248	8,145	8,916	17,061	8,447	7,758	5,332	2,982	1,929	974	18,975	266 6 11	141 9 9	149 13 4	5,131 6 4	535 5 5	288 13 8	823 19 1	1	60	40	100	—	180	Roscommon,	
	Sligo,	126	10,046	9,448	19,494	6,490	5,941	12,431	5,957	5,600	3,943	2,267	1,614	815	14,239	187 10 10	165 9 0	158 0 0	4,053 11 1	345 9 3	293 13 10	639 3 1	1	40	35	75	—	127	Sligo,	
	Total,	971	70,092	64,395	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953	9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7	16	760	785	1,545	11	998	Total.	

GENERAL SUMMARY IN PROVINCES OF THE 6,163 OPERATION SCHOOLS, 80 BUILDING SCHOOLS, AND 70 SUSPENDED SCHOOLS.

ULSTER,	2,283	160,814	129,917	290,731	97,889	80,315	178,204	96,050	77,413	57,098	34,586	28,069	12,452	209,618	3,702 1 3	1,978 14 7	2,096 11 0	81,074 5 2	14,844 2 3	4,588 1 4	19,432 3 7	21	995	800	1,795	26	2,330	ULSTER.
MUNSTER,	1,499	106,172	113,010	219,182	70,971	78,102	149,073	85,596	59,604	44,110	28,214	20,828	13,514	166,270	2,826 4 11	1,104 9 2	1,618 5 10	55,535 4 2	9,479 10 4	2,102 2 9	11,581 13 1	32	1,665	1,390	3,055	17	1,518	MUNSTER.
LEINSTER,	1,410	96,525	99,944	196,469	62,724	67,794	130,518	71,820	57,517	38,516	23,519	16,432	9,614	145,598	2,768 14 1	1,054 3 3	1,635 11 8	52,210 4 8	7,828 19 1	3,100 3 3	11,229 2 4	11	460	400	860	16	1,437	LEINSTER.
CONNAUGHT,	971	70,092	64,395	134,187	44,450	42,247	86,697	43,520	41,707	26,861	14,953	9,979	4,478	97,978	1,320 19 10	793 19 3	1,009 3 4	27,927 12 4	2,543 14 7	1,447 2 0	3,990 16 7	16	760	785	1,545	11	998	CONNAUGHT.
Total,	6,163	433,603	406,966	840,569	276,034	268,458	544,492	296,986	236,241	166,585	101,272	75,308	40,058	619,464	10,618 0 1	4,931 6 3	6,359 11 10	216,747 6 4	34,696 6 3	11,537 9 4	46,233 15 7	80	3,880	3,375	7,255	70	6,313	Total.

APPENDIX M.

List of Teachers in receipt of Supplemental or Good Service Salaries.

With a view to encourage efficient and earnest teachers to labour zealously for the improvement of their schools, Supplemental or Good Service Salaries, in addition to the ordinary class salaries, are awarded upon the recommendation of the Head and District Inspectors, and in accordance with the following graduated scale, based upon classification and length of service combined :—

Scale of Good Service Salaries.

Males.									Females.								
Of Class.	After good service of								Of Class.	After good service of							
	8 Years.			12 Years.			17 Years.			8 Years.			12 Years.			17 Years.	
	£	s.	d.	£	s.	d.	£	s.		£	s.	d.	£	s.	d.	£	s.	d.
III[1]	3	0	0	4	0	0	6	0	III[1]	2	0	0	3	0	0	5	0	0
II[2]	4	0	0	5	0	0	7	0	II[2]	3	0	0	4	0	0	6	0	0
II[1]	5	0	0	6	0	0	8	0	II[1]	4	0	0	5	0	0	6	10	0
I[3]	6	0	0	7	10	0	9	10	I[3]	4	10	0	5	10	0	7	10	0
I[2]	7	0	0	8	10	0	11	0	I[2]	6	0	0	7	0	0	9	0	0
I[1]	8	0	0	11	0	0	13	0	I[1]	7	0	0	9	0	0	11	0	0

The regulations under which these Salaries are awarded, and continued, are :—

1. No teachers less than eight years in the Commissioners' service from date of first obtaining classification, or who may rank below III[1] Class, or at whose schools the daily average attendance is under thirty-five, shall be entitled to Good Service Salary.
2. No teachers shall be eligible for this salary who have been fined or depressed for misconduct, or who have been reprimanded or admonished for serious neglect.
3. When a teacher in receipt of Supplemental Salary, shall have completed the period of service next above that on account of which such award was made, the higher rate of Good Service Salary attached to such higher period shall not be paid until so recommended by Inspector.
4. When a teacher shall become entitled to a higher rate of Supplemental Salary by promotion from one class to another, such higher rate shall not be paid until the expiration of one year in the new class, nor until such increase shall have been specially recommended by Inspector.
5. Teachers who, after having obtained Good Service Salaries, shall relax in their efforts or fail in those qualities that first obtained them this distinction, or at whose schools the average attendance shall fall below thirty-five, shall thereby forfeit such Supplemental Salary.
6. The number of teachers for the present admissible to benefit of Supplemental Salaries to be limited to 500—*i.e.*, 330 males and 170 females.

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Antrim,	2572	Cullybackey,	–	William Craig.	–	–	–	–
Ditto,	6953	Mount Cotiage,	–	–	William Foster.	–	–	–
Ditto,	78	Ballycarrickmady,	–	–	Thomas Begley.	–	–	–
Ditto,	27	Whitehouse,	–	–	Hugh F. Percy.	–	–	–
Ditto,	5793	Seaman's Friend Society,	–	–	Daniel M'Kee.	–	–	–
Ditto,	2011	Gymnasium,	–	Hugh Kelly,	–	–	–	–

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Antrim,	3023	Sineirl,	John Neill.	–	–	–	–	–
Ditto,	6958	Portrush, No. 1,	Jno. C. Fox.	–	–	–	–	–
Ditto,	3592	Guy's Free,	John Alexander.	–	–	–	–	–
Ditto,	7630	Fisherwick-place,	Torrens Elliott.	–	–	–	–	–
Ditto,	3091	Victoria-place,	–	John Boal.	–	–	–	–
Ditto,	3817	Knockahollet,	–	–	James M'Williams.	–	–	–
Ditto,	40	Tannybrake, Upper,	–	–	William Magee.	–	–	–
Ditto,	47	Dunmurry,	–	–	Joseph Conkey.	–	–	–
Ditto,	53	Ballyclare, No. 2,	–	–	David J. M'Cune.	–	–	–
Ditto,	54	Taylorstown, South,	–	–	Charles O'Hara.	–	–	–
Ditto,	6581	Earl-street, m.	–	–	Edward Rodgers.	–	–	–
Ditto,	7423	Eglinton,	–	George Quinn.	–	–	–	–
Ditto,	2672	Townsend-street,	William Erskine.	–	–	–	–	–
Ditto,	24	Cairncastle,	–	–	John Robinson.	–	–	–
Ditto,	1992	Ballycaston,	–	–	John Boyd.	–	–	–
Ditto,	3307	Carninny,	–	–	John Craig.	–	–	–
Ditto,	2575	Broughshane, f.	–	–	–	–	–	Jane Buick.
Ditto,	5060	Guy's, i.	–	–	–	–	Margaret Beggs.	–
Ditto,	6898	Cullybackey,	–	–	–	–	Anne Craig.	–
Ditto,	7757	Guy's, f.	–	–	–	–	–	Margaret Cameron.
Ditto,	32	Carrickfergus,	–	–	–	–	Eliza M'Ferran.	–
Ditto,	8388	Earl-street,	–	–	–	–	Mary A. Rodgers.	–
Ditto,	2592	Fountain-street, f.	–	–	–	–	–	Prudence Hayes.
Ditto,	2772	Kilwaughter,	–	–	–	–	–	Agnes Murphy.
Ditto,	3130	Ballycaston,	–	–	–	–	–	Jane Logan.
Ditto,	1476	Frederick-street, i.	–	–	–	–	Isabella Ferguson.	–
Armagh,	5356	Portadown, m.	–	Eugene Lennon.	–	–	–	–
Ditto,	121	Ballinahinch,	–	–	John Moore.	–	–	–
Ditto,	115	Lislea,	–	Michael M'Parland.	–	–	–	–
Ditto,	6439	Balleer,	–	–	George P. Walker.	–	–	–
Ditto,	105	Blundelsgrange,	–	–	Thomas Graham.	–	–	–
Ditto,	3460	Dougher, f.	–	–	–	–	Mary A. M'Keon.	–
Ditto,	2868	Keady, f.	–	–	–	–	Anne Potts.	–
Ditto,	3174	Markethill,	–	–	–	Rosanna Burns.	–	–
Ditto,	2702	Camlough,	–	–	–	Margaret Doyle.	–	–
Cavan,	4348	Gortnagorry,	–	Edward Murphy.	–	–	–	–
Ditto,	5162	Virginia, m.	–	Daniel Geelan.	–	–	–	–

Ditto,	128	Drumlaney,	–	–	Thomas Cusack.	–	–	–	–	–
Ditto,	4592	Cullies,	–	–	John M'Cabe.	–	–	–	–	–
Ditto,	3614	Clifferna,	–	–	–	Hugh Brady.	–	–	–	–
Ditto,	7276	Ballyjamesduff,	–	–	–	–	Mary O'Reilly.	–	–	–
Ditto,	4024	Tullycasson,	–	–	Peter M'Auley.	–	–	–	–	–
Ditto,	148	Coppenagh,	–	–	–	John Fox.	–	–	–	–
Ditto,	4363	Crosskeys,	–	–	Patrick Reilly.	–	–	–	–	–
Ditto,	6022	Corragho,	–	Bernard M'Manus.	–	–	–	–	–	–
Ditto,	3696	Knockbride,	–	–	Samuel Quoyle.	–	–	–	–	–
Ditto,	2763	Ballynagh,	f.	–	–	–	Eliza Kiernan.	–	–	–
Ditto,	2744	Leharry,	–	–	–	–	–	–	Anne M'Cabe.	–
Ditto,	2853	Ballyconnell,	m.	Michael Corry.	–	–	–	–	–	–
Donegal,	5760	Muff,	–	–	Michael Johnston.	–	–	–	–	–
Ditto,	4418	Carrickboy,	–	–	Farrell M'Gowan.	–	–	–	–	–
Ditto,	3739	Dungloe,	–	James Sweeny.	–	–	–	–	–	–
Ditto,	160	Bocan,	–	–	–	James M'Colgan.	–	–	–	–
Ditto,	4422	Gleneely,	–	–	–	Peter Murdock.	–	–	–	–
Ditto,	1621	Fintragh,	–	–	–	Francis Gelgar.	–	–	–	–
Ditto,	161	Caramore,	–	–	William Carney.	–	–	–	–	–
Ditto,	6162	Commeen,	–	John Sweeney.	–	–	–	–	–	–
Ditto,	5272	Meenmore,	–	John Sweeney.	–	–	–	–	–	–
Ditto,	1572	Dumfries,	–	–	–	Wm. M'Loughlin.	–	–	–	–
Ditto,	7143	Monreagh,	–	–	–	Henry Allen.	–	–	–	–
Ditto,	6109	Murray,	–	–	–	John M'Connell.	–	–	–	–
Ditto,	2369	Glenties,	–	–	Andrew Furey.	–	–	–	–	–
Ditto,	4420	Ballyshannon,	–	–	Daniel Gibbons.	–	–	–	–	–
Ditto,	2253	Donegal-street,	–	–	–	–	–	–	Mary Hunter.	–
Ditto,	4421	Ballyshannon,	f.	–	–	–	–	Anne M'Gowan.	–	–
Ditto,	1964	Castlefin,	–	–	–	–	–	–	Rose Gallagher.	–
Ditto,	2336	Letterkenny,	–	–	–	–	–	–	Sarah Sweeney.	–
Ditto,	6877	Dungloe,	f.	–	–	–	–	Margaret Doherty.	–	–
Down,	6061	Ballymullan,	–	–	Samuel Bailie.	–	–	–	–	–
Ditto,	198	Tullymacarrett,	–	–	–	James Morgan.	–	–	–	–
Ditto,	2513	Ballyesboro',	–	–	Andrew Fraine.	–	–	–	–	–
Ditto,	4657	N. T. Ards,	–	–	John M'Conkey.	–	–	–	–	–
Ditto,	2898	Grange,	–	–	–	Henry Dyamond.	–	–	–	–
Ditto,	3033	Ballydrain,	–	–	–	James Harper.	–	–	–	–
Ditto,	200	Dromore,	–	–	–	Robert Clarke.	–	–	–	–
Ditto,	5876	Rathfriland,	–	–	–	Michael Grant.	–	–	–	–
Ditto,	1534	Downpatrick,	–	–	–	John Bell.	–	–	–	–
Ditto,	2546	Castlewellan,	–	–	–	Peter Gillmore.	–	–	–	–
Ditto,	2401	Dunavan,	m.	–	–	Henry Doyle.	–	–	–	–
Ditto,	3225	Gilford, No. 1,	–	–	James Parkes.	–	–	–	–	–
Ditto,	3078	Donaghcloney,	–	–	Henry Oswald.	–	–	–	–	–
Ditto,	7384	Leitrim,	–	–	James M'Gaw.	–	–	–	–	–
Ditto,	4872	Glaskerbeg,	–	Daniel M'Conville.	–	–	–	–	–	–

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Down,	7096	Ballyphilip,	Patrick Doyle.	–	–	–	–	–
Ditto,	5953	Ballysallagh,	Wm. Waterworth.	–	–	–	–	–
Ditto,	2548	Ballymacarrett,	–	–	–	–	–	Martha Hood.
Ditto,	6378	Hollywood Parochial, f.	–	–	–	–	–	Jane Mussen.
Ditto,	6327	Largymore,	–	–	Robert Henry.	–	–	–
Ditto,	5012	Bangor, f.	–	–	–	–	–	Eliza M'Gillevray.
Ditto,	4343	Ballyphilip, f.	–	–	–	–	Margaret Boyle.	–
Ditto,	5011	Bangor,	Hugh P. Ward.	–	–	–	–	–
Ditto,	4914	Donaghadee, f.	–	–	–	–	Jane Spence.	–
Ditto,	3067	Castlewellan, f.	–	–	–	–	–	Cath. A. Gilmore.
Fermanagh,	4569	Skea,	–	James O'Flanagan.	–	–	–	–
Ditto,	283	Derrylin,	–	–	Francis Clarke.	–	–	–
Ditto,	4123	Carrowkeel,	–	–	Francis Petty.	–	–	–
Ditto,	3980	Slieve Russell,	–	–	Luke Boylan.	–	–	–
Ditto,	264	Bruskernagh,	–	–	Peter M'Henry.	–	–	–
Ditto,	2943	Nedsherry,	–	–	Owen Gallagher.	–	–	–
Ditto,	4717	Lisnaskea,	–	–	Giles M'Mahon.	–	–	–
Ditto,	8705	Enniskillen, No. 2,	John Haidy.	–	–	–	–	–
Ditto,	3267	Grove,	–	–	William Brown.	–	–	–
Londonderry,	7633	Isle of Man street,	James Mullen.	–	–	–	–	–
Ditto,	2950	Market-street,	–	–	James Wilson.	–	–	–
Ditto,	5180	Magherafelt,	–	Thomas Lowry.	–	–	–	–
Ditto,	3782	Faughanvale,	–	William Duffy.	–	–	–	–
Ditto,	8525	Killeague,	–	–	Kennedy Boyd.	–	–	–
Ditto,	303	Lower Cumber,	–	–	Hugh Meharg.	–	–	–
Ditto,	3750	Bohill,	–	–	William Henry.	–	–	–
Ditto,	311	Cranagh Hill,	–	–	Samuel M'Intyre.	–	–	–
Ditto,	6461	Waterside, No. 2,	–	Wm. M'Cullagh.	–	–	–	–
Ditto,	6287	Moneycarrie,	John Boyd.	–	–	–	–	–
Ditto,	2665	Aghagaskin,	–	–	James Keatly.	–	–	–
Ditto,	2549	Great James'-street,	–	–	–	–	Jane Osborne.	–
Ditto,	2135	Tirkane,	–	John M'Closkey.	–	–	–	–
Ditto,	5328	Magherafelt, f.	–	–	–	–	–	Anna Lowry.
Ditto,	294	Straw,	–	–	Thomas M'Gowan.	–	–	–
Ditto,	5550	Derrynaflaw,	Henry M'Closkey.	–	–	–	–	–
Ditto,	8494	Miltown,	Neil Blair.	–	–	–	–	–
Ditto,	8526	Droghead,	Robert M'Alister.	–	–	–	–	–

Ditto,	3987	Killowen-street,		Edward Quinn.	–	–	–	–	–
Monaghan,	8496	Oram,		–	Michael M'Mahon.	–	–	–	–
Ditto,	4243	Castleblayney,		–	–	Francis M'Kenna.	–	–	–
Ditto,	3577	Lisdrumclave,		–	–	John Kear.	–	–	–
Ditto,	2242	Corracrin,		Pat Keenan.	–	–	–	–	–
Ditto,	4097	Edenmore,		–	Daniel Clarkin.	–	–	–	–
Ditto,	5501	Ballymackney,		–	Francis Byrne.	–	–	–	–
Ditto,	4244	Castleblayney,		–	–	–	Bridget M'Kenna.	–	–
Ditto,	370	Cornagilta,		–	–	–	Charlotte A. Begley.	–	–
Tyrone,	8543	Strabane,		–	Charles Mathews.	–	–	–	–
Ditto,	398	Strabane, No. 1,		–	–	John M'Caffrey.	–	–	–
Ditto,	1257	Newtownstewart,		–	Charles Maguire.	–	–	–	–
Ditto,	6807	Bridge End,		–	–	Pat M'Gowan.	–	–	–
Ditto,	8017	Moy,	m.	Pat. Kerans.	–	–	–	–	–
Ditto,	8762	Anne-street,		John Boyd.	–	–	–	–	–
Ditto,	6909	Cogherney,		–	John W. Crozier.	–	–	–	–
Ditto,	2954	Ballygawley,		–	–	James Harvey.	–	–	–
Ditto,	389	Tattuhannaught,		–	–	Charles Teague.	–	–	–
Ditto,	2781	Maghernageeragh,		–	Joseph Robinson.	–	–	–	–
Ditto,	4301	Beragh,	f.	–	–	–	–	Sophia M'Bride.	–
Clare,	3323	Killaloe,	f.	–	–	–	–	Mary Cleary.	–
Ditto,	2357	Clonmoney,		–	–	–	–	–	Julia Lynch.
Ditto,	4549	Ballybran,		–	Cornl. Shanahan.	–	–	–	–
Ditto,	6823	Quin,	f.	–	–	–	–	Alice O'Donnell.	–
Ditto,	3320	Killaloe,		Michl. Moloney.	–	–	–	–	–
Ditto,	4874	Scariff,	m.	Thos. O'Gorman.	–	–	–	–	–
Ditto,	6627	Ballyvaughan,		–	–	–	Mary Riordan.	–	–
Ditto,	4296	Knockerra,		–	Thos. Finucane.	–	–	–	–
Ditto,	2460	Newmarket-on-Fergus,		Jeremiah Mahoney.	–	–	–	–	–
Ditto,	3321	Kilrush, No. 1,	m.	John Trousdell.	–	–	–	–	–
Ditto,	8850	Miltownmalbay,		–	–	John Sullivan.	–	–	–
Ditto,	3991	Cooraclare,		–	Corns. M'Dermott.	–	–	–	–
Ditto,	1265	Killadysart,		–	–	David Fitzgerald.	–	–	–
Ditto,	448	Parteen,		–	–	John O'Dea.	–	–	–
Ditto,	3373	Sallybank,		–	–	Jeremiah Ryan.	–	–	–
Ditto,	6435	Ballyvaughan,		Pat Riordan.	–	–	–	–	–
Ditto,	1842	Tulla,		John O'Brien.	–	–	–	–	–
Ditto,	2440	Feakle,	f.	–	–	–	–	–	Ellen Morrissy.
Cork,	506	Macroom,		–	–	Michael Wall.	–	–	–
Ditto,	2452	Cloyne,		–	Michael Collins.	–	–	–	–
Ditto,	1387	Cove, No. 1,		John Keating.	–	–	–	–	–
Ditto,	3722	Ballinora,		–	–	Jeremiah Mullane.	–	–	–
Ditto,	5854	Kilbrittain,		Daniel Coghlan.	–	–	–	–	–
Ditto,	456	Bantry,	m.	–	Pat M'Swiney.	–	–	–	–
Ditto,	454	Ovens,		–	–	Patrick Callaghan.	–	–	–
Ditto,	5093	Newtownballyhea,		Cornelius Cronin.	–	–	–	–	–

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Cork,	4701	Spike Island,	–	Patrick Desmond.	–	–	–	–
Ditto,	490	Clonakilty, m.	–	Timothy Hurley,	–	–	–	–
Ditto,	2329	Killavillen,	–	–	Thos. M'Carthy.	–	–	–
Ditto,	2603	Banteer,	–	–	Denis Scully.	–	–	–
Ditto,	3440	Skibbereen,	–	William O'Brien.	–	–	–	–
Ditto,	503	Toames,	–	–	Thomas Good.	–	–	–
Ditto,	1690	Mill-street,	–	–	John M'Carthy.	–	–	–
Ditto,	3997	Ballyhooley,	James Tuohill.	–	–	–	–	–
Ditto,	4455	Newmarket,	–	Kerry Horan.	–	–	–	–
Ditto,	1273	Charleville,	–	–	William Croke.	–	–	–
Ditto,	7606	Walterstown,	Denis Mahony.	–	–	–	–	–
Ditto,	4755	Glauntane,	Denis Downing.	–	–	–	–	–
Ditto,	453	Ahadda,	–	Peter M'Evoy.	–	–	–	–
Ditto,	5590	Shannon-street,	–	–	John Collins.	–	–	–
Ditto,	5263	Farrahy,	John Radley.	–	–	–	–	–
Ditto,	491	Clonakilty, f.	–	–	–	–	Jane White.	–
Ditto,	1543	SS. Peter and Paul's, f.	–	–	–	Julia O'Shea.	–	–
Ditto,	7453	Laurence Cove,	–	–	–	–	–	Ellen Morton.
Ditto,	1878	Rathcormac,	–	–	–	–	Anne Cotter.	–
Ditto,	2982	Lislevane,	–	–	–	–	Cath. O'Donoghue.	–
Ditto,	2158	Dromagh, f.	–	–	–	–	Johanna O'Shea.	–
Ditto,	2707	Sundayswell,	–	–	–	–	Margaret Dwyer.	–
Ditto,	4756	Glauntane, f.	–	–	–	Mary Downing.	–	–
Ditto,	2221	Glandore, f.	–	–	–	–	Mary Ahearne.	–
Ditto,	4456	Newmarket, f.	–	–	–	Julia Guinea.	–	–
Ditto,	5700	Clonkeen,	–	–	Daniel Callaghan.	–	–	–
Ditto,	4843	Castletown,	William Dwyer.	–	–	–	–	–
Ditto,	5477	Laragh,	Thomas Joyce.	–	–	–	–	–
Ditto,	4239	Buttevant, f.	–	–	–	Eliza Ryan.	–	–
Ditto,	4057	Fermoy,	–	–	Pat Sheedy.	–	–	–
Ditto,	1612	Kinsale,	Michael D. Good.	–	–	–	–	–
Ditto,	1817	Buttevant,	Thomas Ryan.	–	–	–	–	–
Ditto,	1271	Kilbolane,	–	–	Mat. Fitzpatrick.	–	–	–
Ditto,	6718	Colethurst,	–	–	–	Ellen Lynch.	–	–
Kerry,	8791	Lisivigeen,	–	–	Peter Fleming.	–	–	–
Ditto,	2849	Kenmare,	–	–	Maurice Murphy.	–	–	–
Ditto,	5119	Cahir,	Daniel Scannell.	–	–	–	–	–

Ditto,	1139	Blennerville,	.	.	–	–	Denis Reidy.	–	–	–
Ditto,	5181	Kilbonane,	.	.	–	–	John Mahoney.	–	–	–
Ditto,	2464	Faha,	.	.	–	Mich. M'Gillicuddy.	–	–	–	–
Ditto,	1277	Boulenshere,	.	.	–	–	Thomas Stritch.	–	–	–
Ditto,	1459	Curreus,	.	m.	–	Martin Daly.	–	–	–	–
Ditto,	4064	Ballyconry,	.	.	–	John Sheehy.	–	–	–	–
Ditto,	5169	Castlemaine,	.	.	–	–	Jeremiah Coffey.	–	–	–
Ditto,	6535	Asdee,	.	.	–	–	Jeremiah O'Connor.	–	–	Jane Hassett.
Ditto,	2795	Rathmore,	.	.	–	–	–	–	–	–
Ditto,	1276	Ballylongford,	.	.	–	–	John Enright.	–	–	–
Ditto,	8251	Sneem,	.	m.	–	Michael Golden.	–	–	–	–
Limerick,	1935	SS. Peter and Paul's,	.	.	–	Richard Hogan.	–	–	–	–
Ditto,	3699	Pallaskenry,	.	.	William Moore.	–	–	–	–	–
Ditto,	3786	Shanagolden,	.	.	–	Thomas O'Reilly.	–	–	–	–
Ditto,	564	Kilfinane,	.	.	–	Patrick Ryan.	–	–	–	–
Ditto,	6934	St. John's-square,	.	.	–	James Foley.	–	–	–	–
Ditto,	566	Glenmore,	.	f.	–	Peter M'Alister.	–	–	Anast. Sheehan.	–
Ditto,	5383	Coogy,	.	.	–	–	–	–	–	–
Ditto,	2540	Mt. Trenchard,	.	.	Patrick Fitzpatrick.	James Hanrahan.	–	–	–	–
Ditto,	5880	Murroe,	.	.	Rodolph Lynch.	–	–	–	–	–
Ditto,	7222	Banogue,	.	.	–	–	John M'Aulifé.	–	–	–
Ditto,	2358	Templeglantine,	.	.	George M'Namara.	–	–	–	–	–
Ditto,	3934	Kilcolman,	.	f.	–	–	–	Mary Persse.	–	–
Ditto,	6517	Kildimo,	.	.	–	–	–	Ellen Fitzsimon.	–	–
Ditto,	7208	Knocklong,	.	.	–	–	James Hogan.	–	–	–
Ditto,	1940	Kilteely,	.	m.	–	–	John Banon.	–	–	–
Tipperary,	602	Moyne,	.	.	–	–	–	–	–	–
Ditto,	3325	Killenaule,	.	.	Wm. Fitzgerald.	–	William Lambe.	–	–	–
Ditto,	590	Borrisoleigh,	.	.	–	–	–	–	–	–
Ditto,	3694	Kyle Park,	.	.	James O'Dwyer.	John D. Gallagher.	–	–	–	–
Ditto,	598	Killusty,	.	.	–	–	–	–	–	–
Ditto,	2203	Clerihan,	.	.	–	Edmond Slattery.	–	–	–	–
Ditto,	2325	Carrig,	.	.	Laurence Phillips.	–	–	–	–	–
Ditto,	1285	Tipperary,	.	m.	–	James Doherty.	–	–	–	Mary Kennedy.
Ditto,	1837	Garryshane,	.	.	–	–	–	Mary FitzGerald.	–	–
Ditto,	5309	Killenaule,	.	.	–	–	John Rowan.	–	–	–
Waterford,	1767	Stradbally,	.	.	–	Michael O'Donnell.	–	–	–	–
Ditto,	3766	Knockanore,	.	.	–	Michael Power.	–	–	–	–
Ditto,	1286	Summerville,	.	.	–	Thomas Flannery.	–	–	–	–
Ditto,	1857	Clonea,	.	m.	–	–	Edward Flynn.	–	–	–
Ditto,	634	Butlerstown,	.	.	–	–	–	–	–	–
Ditto,	1794	Tramore,	.	.	James Duggan.	–	John O'Leary.	–	–	–
Ditto,	1283	Tallow,	.	.	–	–	–	–	–	–
Ditto,	3758	Ballintaylor,	.	.	–	William Thompson.	–	–	–	–
Ditto,	4690	Rathgormac,	.	.	–	John Fleming.	–	Mary Cullen.	–	–
Ditto,	5095	Ardmore,	.	.	–	–	–	–	–	–

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Waterford,	5197	Ballygunner, f.	–	–	–	–	Mary Power.	–
Ditto,	7226	Mayfield, f.	–	–	–	–	Mary J. M'Alister.	–
Ditto,	8234	Passage, East, f.	–	–	–	Johanna Brophy.	–	–
Carlow,	670	Leighlinbridge,	–	–	John Conwell.	–	–	–
Ditto,	2124	Old Leighlin,	–	–	Michael Byrne.	–	–	–
Ditto,	5803	Garryhill,	–	Loughlin Ryan.	–	–	–	–
Ditto,	671	Leighlinbridge,	–	–	–	–	–	Mary Foran.
Ditto,	3139	Knocklishin,	–	–	–	–	–	Catherine D'Arcy.
Ditto,	1499	Hacketstown,	–	–	–	–	–	Maria Murray.
Ditto,	684	Tinryland,	–	–	–	–	–	Honor Kirwan.
Ditto,	661	Clonmore,	–	–	–	–	Mary Ryan.	–
Ditto,	652	Borris,	–	–	–	–	–	Mary D'Arcy.
Dublin,	1839	St. Audoen's,	Henry Dixon.	–	–	–	–	–
Ditto,	3007	St. Michan's,	–	Peter J. Norris.	–	–	–	–
Ditto,	3061	St. Peter's,	–	Timothy O'Brien.	–	–	–	–
Ditto,	687	Baldoyle,	–	–	Matthew Henry.	–	–	–
Ditto,	3359	Rathfarnham,	–	Edward T. Murphy.	–	–	–	–
Ditto,	3917	Ringsend, m.	–	John Harte.	–	–	–	–
Ditto,	739	Harold's Cross,	–	Myles O'Reilly.	–	–	–	–
Ditto,	1984	Blackrock,	James M'Garry.	–	–	–	–	–
Ditto,	738	St. Catherine's, f.	–	–	–	–	–	Bridget Whelan.
Ditto,	748	St. Andrew's,	–	–	–	–	Eliza Hogan.	–
Ditto,	5260	St. Mary's, f.	–	–	–	–	Mary A. Hanrahan.	–
Ditto,	6269	St. Peter's, i.	–	–	–	Frances Rochford.	–	–
Ditto,	754	Do., f.	–	–	–	–	Eliza Taylor.	–
Ditto,	3062	Do. (Phibsboro'), f.	–	–	–	Maria Short.	–	–
Ditto,	7339	Swords,	–	–	–	Rose Muldoon.	–	–
Ditto,	8083	Miltown, f.	–	–	–	Mary A. Collins.	–	–
Kildare,	1713	Clane,	–	Peter Farrelly.	–	–	–	–
Ditto,	4174	Naas, m.	–	Daniel M'Donagh.	–	–	–	–
Ditto,	4182	Maynooth,	–	Mathew Geraghty.	–	–	–	–
Ditto,	5350	Abbey,	Martin Barrett.	–	–	–	–	–
Ditto,	6313	Timahoe,	–	Patrick Cassidy.	–	–	–	–
Ditto,	3213	Ballyna,	–	John Traynor.	–	–	–	–
Ditto,	768	Suncroft,	–	John Barron.	–	–	–	–
Ditto,	787	Staplestown, f.	–	–	–	–	–	Anne Cannon.
Ditto,	5351	Abbey, f.	–	–	–	Julia Barrett.	–	–

Kilkenny,	1717	Gowran,		–	–	Michael Hogan.	–	–	–	
Ditto,	7675	Dungarvan,		–	Francis Magee.	–	–	–	–	
Ditto,	3683	Moneenamuck,		–	John Gorman.	–	–	–	–	
Ditto,	7312	Burnchurch,		–	–	Thomas Gilmore.	–	–	–	
Ditto,	7481	Kilmaganny,		–	Patrick Whelan.	–	–	–	–	
Ditto,	799	Graig,		–	–	–	–	–	–	Mary Myron.
Ditto,	7628	Dungarvan,		–	–	–	–	Catherine Grady.	–	
Ditto,	1605	Callan,	f.	–	–	–	–	Mary A. Phelan.	–	
Ditto,	3141	Gazebo,	f.	–	–	–	–	Margaret Walker.	–	
Ditto,	1781	Gowran,		–	–	–	–	Mary Hogan.	–	
Ditto,	2919	Johnstown,		–	–	–	–	–	Mary A. Cahill.	
Ditto,	6950	Rower,	f.	–	–	–	Margaret Furlong.	–	–	
Ditto,	6290	Templeorum,		–	–	–	Mary Reid.	–	–	
Ditto,	5698	Windgap,		–	–	–	Catherine Dooley.	–	–	
King's,	827	Congort Park,		–	Patrick Glisson.	–	–	–	–	
Ditto,	1966	Parsonstown,		–	–	Michael Mitchell.	–	–	–	
Ditto,	919	Portarlington,		–	–	James Fitzgerald.	–	–	–	
Ditto,	5778	Horseleap,		James Walsh.	–	–	–	–	–	
Ditto,	1562	Edenderry,		–	–	–	Rose M'Kee.	–	–	
Ditto,	5913	Frankford,	f.	–	–	–	Jane Carolan.	–	–	
Longford,	856	Longford,		–	–	Thomas M'Goey.	–	–	–	
Ditto,	6829	Gurteen,		–	–	Luke Casey.	–	–	–	
Ditto,	1517	Granard,		–	–	Michael Leonard.	–	–	–	
Ditto,	5100	Aughnagarron,		–	Michael Daly.	–	–	–	–	
Ditto,	8064	Cluntymullen,		Thomas Furey.	–	–	–	–	–	
Ditto,	5915	Collumbkill,		–	Patrick Collumb.	–	–	–	–	
Ditto,	5559	Rathcline,		Bernard M'Kenna.	–	–	–	–	–	
Ditto,	3365	Ballymahon,		–	–	–	–	Margaret Morris.	–	
Louth,	837	Dromiskin,		–	–	Patrick Quinn.	–	–	–	
Ditto,	843	Boicetown,		–	–	Hugh Crehan.	–	–	–	
Ditto,	854	Tullyallen,		–	–	Thomas Carron.	–	–	–	
Ditto,	5494	Ravensdale,		–	William Locke.	–	–	–	–	
Ditto,	1553	Louth,		Owen Callan.	–	–	–	–	–	
Ditto,	3252	Do.,	f.	–	–	–	–	–	Mary M'Cabe.	
Ditto,	5558	Dowdstown,		Josh. Farrell.	–	–	–	–	–	
Meath,	894	Carlanstown,		–	–	Bernard Carolan.	–	–	–	
Ditto,	2682	Factory,		–	–	Peter Murray.	–	–	–	
Ditto,	4284	Nobber,		–	–	Thomas M'Donald.	–	–	–	
Ditto,	3071	Oristown,		–	–	Mark Tully.	–	–	–	
Ditto,	885	Ratoath,		–	–	Thomas Gillick.	–	–	–	
Ditto,	3181	Stamullen,		–	–	Patrick M'Namee.	–	–	–	
Ditto,	6492	Woodpole,		–	Thomas Madden.	–	–	–	–	
Ditto,	2088	Cormeen,		–	–	Patrick Rodgers.	–	–	–	
Ditto,	1917	Wilkinstown,		–	–	Michael Mulligan.	–	–	–	
Ditto,	5732	Drumconra,		Patrick Reilly.	–	–	–	–	–	
Ditto,	4219	Kilmessan,		Mathew Inglishby.	–	–	–	–	–	

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Term of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Meath,	5807	Nobber, f.	–	–	–	–	–	Ellen M'Donald.
Ditto,	1885	Athboy,	–	–	–	–	Dora Herbert.	–
Ditto,	3426	Stamullen,	–	–	–	–	–	Mary M'Namee.
Queen's,	895	Ballinakill,	–	–	John Feeney.	–	–	–
Ditto,	1635	Leggacurren,	–	David Collins.	–	–	–	–
Ditto,	924	Reary,	–	Denis Connors.	–	–	–	–
Ditto,	5388	Cullohill,	–	–	–	–	Anne O'Shea.	–
Ditto,	908	Clonaslee, f.	–	–	–	–	–	Eliza Dunne.
Westmeath,	3555	Kinnegad,	–	–	Edward Kehoe.	–	–	–
Ditto,	6075	Milltown,	John Dardes.	–	–	–	–	–
Ditto,	1429	Lismacaffrey,	Bernard Lynch.	–	–	–	–	–
Ditto,	3785	Tubberclare,	–	–	–	Mary Fogarty.	–	–
Ditto,	938	Clonmellon,	–	John Curry.	–	–	–	–
Wexford,	968	Wexford,	–	–	Patrick Hanrahan.	–	–	–
Ditto,	6559	Kilrane,	–	John Mansfield.	–	–	–	–
Ditto,	4990	Piercestown,	–	John M'Donald.	–	–	–	–
Ditto,	2096	Templetown,	–	–	Laurence Mullins.	–	–	–
Ditto,	4602	Glynn, f.	–	–	–	–	Mary A. Stafford.	–
Ditto,	7370	Danescastle,	William Murphy.	–	–	–	–	–
Wicklow,	3210	Coolroe,	–	–	Absolom Hewitt.	–	–	–
Ditto,	5949	Rathdrum,	–	James O'Neill.	–	–	–	–
Ditto,	979	Newbridge,	–	Myles Byrne.	–	–	–	–
Ditto,	1790	Kilquiggan,	–	–	Michael Furlong.	–	–	–
Ditto,	4526	Donard,	–	Andrew Keogh.	–	–	–	–
Ditto,	972	Baltinglass,	–	–	–	–	–	Bridget Tyrrell.
Ditto,	2277	Arklow,	–	–	–	Mary Hargadan.	–	–
Galway,	4501	Claddagh, m.	John Ryan.	–	–	–	–	–
Ditto,	2174	Portumna,	–	–	Thomas Clarke.	–	–	–
Ditto,	1219	Moycullen, m.	John M'Gee.	–	–	–	–	–
Ditto,	1005	Woodlawn,	–	Robt. L. Foreman.	–	–	–	–
Ditto,	4013	Irish Waste Land Society,	–	–	Michael Manning.	–	–	–
Ditto,	7829	Liscune, m.	C. Shoughnessy.	–	–	–	–	–
Ditto,	4789	Peterswell,	James Leonard.	–	–	–	–	–
Ditto,	6489	Sylane,	–	J. Kilgarriff.	–	–	–	–
Ditto,	6813	Kilronayne,	John O'Connor.	–	–	–	–	–
Ditto,	2104	Kinclare, f.	–	–	–	–	Mary A. Canavan.	–
Ditto,	3848	Attymon,	John Barnes.	–	–	–	–	–

Ditto,	8429	Mahanagh,	"	"	"	"	"	"	Mary A. Bennett.	Mary Fogarty.
Ditto,	4094	Abascragh,	"	"	"	"	"	"	"	"
Ditto,	7562	Ballinderreen,	"	"	"	"	Margaret O'Neill.	"	"	"
Ditto,	8513	Killimon,	"	"	"	"	Kate Larkin.	"	"	"
Ditto,	2399	Lakyle,	"	"	"	John Quirk.	"	"	"	"
Ditto,	7551	Ballinderrin,	Michael O'Neill.	"	"	"	"	"	"	"
Ditto,	3237	Spiddal,	Coleman M'Donogh.	"	"	"	"	"	"	"
Leitrim,	1409	Derinkeeher,	"	"	"	Ross Mahon.	"	"	"	"
Ditto,	1024	Jamestown,	"	"	"	Francis Naughton.	"	"	"	"
Ditto,	5561	Tullynacross,	James Daly.	"	"	"	"	"	"	"
Ditto,	5161	Drumkeeran,	"	Patrick Gallagher.	"	"	"	"	"	"
Ditto,	1341	Loughmarron,	William Clancy.	"	"	"	"	"	"	Maria Murtagh.
Ditto,	2851	Garvagh,	"	"	"	"	"	"	"	Catherine Logan.
Ditto,	1028	Moheravogagh,	"	"	"	"	"	"	"	"
Ditto,	3128	Manorhamilton,	"	"	"	"	"	"	Mary Canning.	"
Ditto,	6223	Dromela,	"	"	"	"	Anne Kiernan.	"	"	"
Ditto,	7216	Mohill,	"	Michael Reynolds.	"	"	"	"	"	"
Mayo,	2030	Swineford,	"	"	"	Terence M'Dermott.	"	"	"	"
Ditto,	1412	Doocastle,	"	David Dowd.	"	"	"	"	"	"
Ditto,	6852	Garracloon,	"	"	"	John Traynor.	"	"	"	"
Ditto,	2307	Slievemore,	Patrick Fadian.	"	"	"	"	"	"	"
Ditto,	7795	Shrule,	Pat. M'Keigue.	"	"	"	"	"	"	"
Ditto,	6747	Ballinrobe,	"	John Reynolds.	"	"	"	"	"	"
Ditto,	4795	Lankill,	"	"	"	John Joyce.	"	"	"	"
Ditto,	1411	Aglish,	"	"	"	John Moran.	"	"	"	"
Ditto,	3702	Foxford,	"	"	"	Eugene Hynes.	"	"	"	"
Ditto,	5125	Ballyburke,	Patrick Lyons.	"	"	"	"	"	"	"
Ditto,	1146	Balla,	Thomas Stinson.	"	"	"	"	"	"	"
Ditto,	5121	Cloggernagh,	John Blake.	"	"	"	"	"	"	"
Ditto,	7374	Ballintubber,	Martin Flanagan.	"	"	"	"	"	"	"
Ditto,	4394	Balla,	"	"	"	"	"	"	Honora Boyle.	Mary Kavanagh.
Ditto,	3945	Cloonfane,	"	"	"	"	"	"	"	"
Ditto,	3953	Kilmovee,	"	"	"	"	Honora Walsh.	"	"	"
Ditto,	7796	Shrule,	"	"	"	"	Margt. M'Keigue.	"	"	"
Ditto,	1750	Ballina,	James O'Regan.	"	"	"	"	"	"	"
Roscommon,	5811	Ballagh,	"	Michael Quinn.	"	"	"	"	"	"
Ditto,	6100	Keadue,	"	"	"	John Carroll.	"	"	"	"
Ditto,	1850	Cortober,	"	"	"	Wm. Danagher.	"	"	"	"
Ditto,	1081	Boyle,	"	Edw. O'Flaherty.	"	"	"	"	"	"
Ditto,	3920	Strokestown,	George Rea.	"	"	"	"	"	"	"
Ditto,	4100	Loughglynn,	"	Thomas Fallon.	"	"	"	"	"	"
Ditto,	4800	Rooskey,	"	Denis Flynn.	"	"	"	"	"	"
Ditto,	4801	Do.,	"	"	"	"	Mary A. Rogan.	"	"	"
Ditto,	7382	Loughglinn,	"	"	"	"	"	"	Anne Duffy.	"
Ditto,	3506	Corrageenroe,	"	"	"	"	"	"	Cath. Breheney.	"
Sligo,	1093	Banada,	"	"	"	Patk. Stenson.	"	"	"	"

Teachers in receipt of Good Service Salary—*continued.*

County.	Roll No.	School.	Name of Teacher, and Terms of Service completed since first Classification.					
			Males.			Females.		
			8 Years.	12 Years.	17 Years.	8 Years.	12 Years.	17 Years.
Sligo, . .	7923	Carrowroe, . . .	–	Wm. Costello.	–	–	–	–
Ditto, .	1102	Killaville, . . .	–	–	Michael Anderson.	–	–	–
Ditto, .	1213	Geevagh, . . .	–	–	Thomas Clarke.	–	–	–
Ditto, .	3337	Carrowcastlan, . .	–	–	Danl. Kilcullen.	–	–	–
Ditto, .	4106	Kilrusheiter, . . .	Owen Melville.	–	–	–	–	–
Ditto, .	1433	Geevagh, . . .	–	–	–	–	–	Bridget Breheny.
Ditto, .	4160	Mullaghroe, . . .	–	John Tansey.	–	–	–	–

APPENDIX N.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.

Rates of Premiums.—1st class, £4. 2nd class, £3. 3rd class, £1 10*s*. 4th class, £1.

ULSTER.

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
trim	8	Crevilly,	–	–	–	Jn. M'Cormick.
Ditto	10	Donegal-street, f.	–	–	–	Mary Leonard.
Ditto	14	Legoneil, No. 1,	–	–	James Gibson.	–
Ditto	77	Carrowcrin,	–	Hu. M'Garry.	–	–
Ditto	1758	Knockstacken,	–	–	Andw. Patterson.	–
Ditto	2265	Carmoon,	–	–	Thos. Jackson.	–
Ditto	2500	Brownsbay,	–	–	–	Wm. Allen.
Ditto	2567	Creaveny,	–	–	Thos. Whyte.	–
Ditto	2568	Rathmore,	–	–	–	James Gray.
Ditto	2571	Whappstown,	–	–	Wm. Scott.	–
Ditto	2579	Moyasset,	–	–	Chas. Eyre.	–
Ditto	2674	Ballymoney, m.	–	–	–	Jno. M'Kenzie.
Ditto	2764	Antrim, m.	–	John Kerrigan.	–	–
Ditto	3768	Broughshane, m.	Rob. Davison.	–	–	–
Ditto	4164	Harryville,	–	–	–	Thos. Nicholl.
Ditto	4359	Glenarm, f.	–	–	Cath. Dick.	–
Ditto	4672	Ladyhill,	–	John Bonar.	–	–
Ditto	4999	Derrykeighan,	–	–	–	Sam. Graham.
Ditto	5171	Ballyucan,	–	–	F. M'Cambridge.	–
Ditto	5430	Cogrymills,	–	–	–	Jane Kennedy.
Ditto	5663	Straid, f.	–	–	–	Margt. Wisnom.
Ditto	5817	Conway-street, m.	–	–	–	Moses Adamson.
Ditto	6008	Knocknacurry, f.	–	–	Rose M'Donald.	–
Ditto	6094	Fountain-lane, i.	–	–	–	M. J. Hayes.
Ditto	6132	Ballyclare, f.	–	–	Jane Wasson.	–
Ditto	6147	Ballycreggah,	–	–	–	Thos. Rennie.
Ditto	6731	Ahoghill,	–	–	Archd. Connor.	–
Ditto	6819	Ballycastle,	–	–	Danl. Darragh.	–
Ditto	7095	Portrush,	–	–	–	John Watson.
Ditto	7239	Alfred-street,	–	–	Eliz. Clarke.	–
Ditto	7319	Wolf Hill,	–	–	–	Bern. M'Kenna.
Ditto	7333	Stanhope-street, m.	–	–	John George.	–
Ditto	7632	Fisherwick-place, i.	–	C. M'Ivor.	–	–
Ditto	7845	Lower Kilcoan, f.	–	–	Mary E. Bell.	–
Ditto	8056	Hamilton-street,	–	Nuns.	–	–
Ditto	8093	Ahoghill, i.	–	–	–	Ellen Walker.
Ditto	8186	Stanhope-street, f.	–	–	Annie W. Reid.	–
Ditto	8229	Conway-street, f.	–	–	–	Jane Adamson.
Ditto	8366	Market-square, f.	Agnes Hull.	–	–	–
Ditto	8389	Earl-street, i.	–	–	AmeliaCampion.	–
Ditto	8507	Castle-street,	–	–	–	Js. M'Cullough.
Ditto	8549	Seaman's Friend Society, i.	–	Eliza M'Kean.	–	–
Ditto	8566	Straid, m.	–	–	–	Sam. Hadden.
Ditto	8582	Ballyboley, f.	–	–	Elizabeth Allen.	–
Ditto	8586	Old Lodge-road, i.	–	–	Jane Moore.	–
Ditto	8606	Ballymena, f.	–	Mary Walshe.	–	–
Ditto	8612	Campbell's-row,	–	Margery Stewart	–	–
Ditto	8721	Brown-street,	Wm. Young.	–	–	–
Ditto	8724	Falls-road, f.	–	–	–	Han. M'Caldin.
Ditto	8739	York-street, f.	–	–	–	Sarah Gamble.
Ditto	8814	Dervock,	–	–	–	Jas. Cramsie.
nagh	102	Armagh, f.	–	–	–	Ellen Hughes.
Ditto	108	Dorsey,	–	–	B. Muckian.	–
Ditto	1229	Meighfoner,	–	–	S. Cunningham.	–
Ditto	1478	Market Hill,	–	–	Josh. M'Keague.	–
Ditto	3156	Old Clare, m.	–	–	Josh. Lilly.	–
Ditto	4380	Newtownhamilton,	–	–	Thos. Mackin.	–
Ditto	4405	Old Clare, f.	–	–	–	Anne Archer.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of ULSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Armagh	5081	Tanderagee, No. 2,	–	–	Pat. Rogers.	–
Ditto	5150	Derrynoose, m.	–	–	Jas. Murtagh.	–
Ditto	6394	Ballinless,	–	Dan Hardy.	–	–
Ditto	7424	Fork Hill,	–	–	John O'Heare.	–
Ditto	7554	Crossmore Keady, f.	–	Ellen Quinn.	–	–
Ditto	8424	Portadown, f.	Martha Dowling.	–	–	–
Ditto	8621	Derrycreghan, f.	–	–	–	Jane E. Rollston.
Ditto	8779	Queen's-street,	–	–	–	M. Logan.
Cavan	147	Kill,	–	–	–	Francis O'Reilly.
Ditto	1166	Staghall, m.	–	–	–	Pat. Lackey.
Ditto	1483	Shanna, f.	–	–	Eliza O'Brien.	–
Ditto	1633	Edennagully, m.	–	–	James Clarke.	–
Ditto	2775	Kilnaleck,	–	–	–	Brid. Briody.
Ditto	2927	Bawnboy,	John Foley.	–	–	–
Ditto	4199	Drutamon,	–	–	–	Alex. Sharpe.
Ditto	4257	Doon,	–	–	–	James Rocke.
Ditto	5163	Virginia, f.	–	–	Mary Hall.	–
Ditto	5175	Castlerahan, f.	–	–	Cath. Reilly.	–
Ditto	5580	Lear,	–	–	–	Thomas Hall.
Ditto	5786	Shercock,	–	Jas. Connor.	–	–
Ditto	6997	Monragh,	–	–	Pat. Dolan.	–
Ditto	7142	Doocarrick,	–	–	–	William Bell.
Ditto	7255	Killeshandra, m.	–	–	–	John Murphy.
Ditto	7256	Ditto, f.	–	–	–	Mary Roden.
Ditto	7999	Coolbawn,	–	–	–	Edw. M'Cann.
Ditto	8094	Barcony Robinson,	–	–	Maria Lynch.	–
Ditto	8189	Wraghs, f.	–	–	–	Anne Kierans.
Ditto	8351	Lisboduff, f.	–	–	Brid. Seaton.	–
Ditto	8453	Crubany,	John Smyth.	–	–	–
Ditto	8490	Cavan, i.	–	Nuns.	–	–
Ditto	8806	Ditto, No. 2,	–	Michl. M'Cabe.	–	–
Ditto	8843	Tullyvin, f.	–	–	Brid. Whelan.	–
Donegal	168	Malinhead,	–	–	Wm. Doherty.	–
Ditto	1238	Porthall,	–	–	–	John Sheil.
Ditto	1532	Leghawny,	–	–	–	Robert Farrell.
Ditto	1807	Tiernasligo,	–	Wm. Doherty.	–	–
Ditto	2056	Glencar,	–	–	And. Fullerton.	–
Ditto	2388	Tuse, m.	–	–	–	Dan. Campbell.
Ditto	2445	Gaddyduff, f.	–	–	Mary M'Carron.	–
Ditto	2527	Drumsallagh,	–	–	Brid. Fullerton.	–
Ditto	2673	Carrowan,	–	–	–	Wm. M'Kee.
Ditto	2988	Malin,	–	–	Wm. Sullivan.	–
Ditto	3492	Moville,	–	Wm. Johnson.	–	–
Ditto	3657	Drunnagraugh,	–	Ellen M'Shea.	–	–
Ditto	4738	Roshire,	Mich. Boyle.	–	–	–
Ditto	5243	Croaghan,	–	–	Wm. Porter.	–
Ditto	5364	Murkress,	–	–	–	John Fisher.
Ditto	5579	Newtowncunningham	–	–	Wm. Watson.	–
Ditto	5734	Belcruit,	–	Owen Doherty.	–	–
Ditto	5862	Bocan, f.	–	–	–	Marg. M'Colgan.
Ditto	5898	Bridge End,	–	–	–	John M'Rory.
Ditto	6062	Letterfad,	–	–	Jas. Mulhern.	–
Ditto	6064	Glencoagh, m.	–	–	–	Dan. Gallagher.
Ditto	7061	Tullyconnell,	–	–	Hugh Dorian.	–
Ditto	7137	Drumavish,	–	–	–	John Irwin.
Ditto	7341	Carrick,	–	–	–	Domk. M'Guire.
Ditto	7375	Glenvar,	–	Chas. Deeny.	–	–
Ditto	7544	Rathmullan, i.	–	–	–	Margt. Corbett.
Ditto	7593	Ballyshannon, i.	–	Mary Reddy.	–	–
Ditto	7598	Kilkenny,	–	–	Neil Martin.	–
Ditto	7681	Teelin,	–	–	Pat. Boyle.	–
Ditto	7892	Malinbeg,	John Ward.	–	–	–
Ditto	7933	Dooballa,	–	–	Jos. Carney.	–
Ditto	8343	Letterkenny, No. 2,	–	–	–	Henry Miller.
Ditto	8425	Myragh,	–	–	W. M'Cullough.	–
Ditto	8456	Laghey,	–	–	–	Jos. Deery.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of ULSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Donegal	8464	Woodland,	–	–	–	Edward Lynch.
Ditto	8662	Ramelton Robertsons,	–	–	–	John Spiers.
Ditto	8699	Ballintra, f.	–	–	Sarah Duffy.	–
Down	201	Dromore, f.	–	–	Isa Clarke.	–
Ditto	222	Ardmillane,	–	–	–	Robert Hunter.
Ditto	235	Crossgar,	John Wright.	–	–	–
Ditto	238	Mulligans,	–	–	–	Michl. Rooney.
Ditto	253	Kircubbin,	–	–	John M'Caw.	–
Ditto	2274	Ballycruttle,	–	–	–	Philip Markey.
Ditto	2275	Ballintogher,	–	–	John Torney.	–
Ditto	2400	Tullycarnett,	–	–	–	James Simpson.
Ditto	2402	Dunavan, f.	–	–	Maria Sloane.	–
Ditto	2403	Killough, m.	–	–	–	Michl. Noonan.
Ditto	2517	Killaghey,	–	–	–	James Miller.
Ditto	2758	Sheepstowne,	–	–	–	Jas. Monaghan.
Ditto	2939	Carnew,	–	–	Robert Gamble.	–
Ditto	3386	Drumlin,	–	–	Wm. Kernahan.	–
Ditto	4291	Dundonald, f.	–	–	–	Eliza Stewart.
Ditto	4684	Comber,	–	–	William Watt.	–
Ditto	5073	Moneyreagh,	–	–	Henry Fletcher.	–
Ditto	5134	Belmont,	–	Samuel Grehan.	–	–
Ditto	5178	Gransha,	–	–	–	Hugh Aiken.
Ditto	5467	Carrowdore,	–	–	–	James Begley.
Ditto	5485	Derrycraw, f.	–	Isa Rooney.	–	–
Ditto	6024	Killyleagh,	–	–	R. Thompson.	–
Ditto	6025	Ballymaconnell,	–	John Legge.	–	–
Ditto	6092	Killyleagh, f.	–	–	Louisa M'Crea.	–
Ditto	6222	Ballymacbrennan,	–	–	–	J. Dunwoody.
Ditto	6286	Carricknaveigh,	–	–	–	Robert Mayne.
Ditto	6327	Largymore,	–	–	Robert Henry.	–
Ditto	6442	Killowen,	–	–	–	William Boal.
Ditto	7179	Drumaness,	–	Ed. M'Kittrick.	–	–
Ditto	7272	John-street,	–	–	Nuns.	–
Ditto	7445	Magherahamlet,	–	–	–	Thomas Wilson.
Ditto	7619	Loughinisland,	–	Eliza M'Connell.	–	–
Ditto	7779	Loughbrickland, No. 2,	–	–	–	Saml. Barber.
Ditto	8137	Shanrod,	–	–	–	John Donnelly.
Ditto	8145	Scarva-street,	–	James Gillespie.	–	–
Ditto	8169	Smyth's,	Adam Speers.	–	–	–
Ditto	8369	Lambeg, m.	–	–	G. Richardson.	–
Ditto	8370	Ditto, f.	–	–	M. A. Hammond.	–
Ditto	8484	Newry-street,	–	–	Jane Wensley.	–
Ditto	2899	Grange, f.	–	–	Mary Dymond.	–
Ditto	6911	Killowen, f.	–	–	–	Mary Martin.
Fermanagh	275	Carrick-mac-na,	–	–	–	John Martin.
Ditto	277	Moorlough,	–	–	–	Edward M'Koe.
Ditto	1742	Lisded,	–	–	–	Peter Magennis.
Ditto	2035	Enniskillen, f.	–	–	Bridget Cox.	–
Ditto	3574	Croninbeen,	–	–	Robert Irvine.	–
Ditto	3777	Glen,	–	–	Pat. McMullen.	–
Ditto	3793	Corryglass,	–	–	Francis Judge.	–
Ditto	6999	Moneyvoice,	–	–	–	T. Donnelly.
Ditto	7497	Enniskillen, No. 2, f.	Nuns.	–	–	–
Ditto	7869	Derryharney,	–	–	–	Jos. Yeates.
Ditto	8279	Greaghawarren,	James Cassidy.	–	–	–
Ditto	8715	Irvinestown,	–	–	Sarah McIvor.	–
Ditto	8729	Enniskillen, No. 3, m.	–	James Neile.	–	–
Londonderry	294	Straw,	–	–	T. M'Gowan.	–
Ditto	327	Ballymaclary,	–	–	Wm. Doherty.	–
Ditto	1487	Glenone, f.	–	–	–	C. M'Connell.
Ditto	1810	Moneyhaughan, m.	–	–	John Devine.	–
Ditto	2343	Ditto, f.	–	–	–	Sarah Devine.
Ditto	2422	Lisnamuck,	–	–	P. M'Donagh.	–
Ditto	2488	Dreenan, f.	–	–	–	Mary Doogan.
Ditto	2558	Gulladuff,	–	–	–	Hugh McGurk.
Ditto	2685	Derry, m.	Thomas Eaton.	–	–	–

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of Ulster—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Londonderry	3738	Cullcapple, . .	–	Jane Boyd.	–	–
Ditto .	3867	Fincarn, . . m.	–	–	–	Chas. Donnelly.
Ditto .	4384	Ballynease, . f.	–	–	Anne Meenan.	–
Ditto .	4804	Killowen-street, Coleraine, . f.	–	–	–	Jane Doran.
Ditto .	5525	Maghera, . f.	Bessy Caldwell.	–	–	–
Ditto .	5827	Garvagh, . .	–	Gage Boyd.	–	–
Ditto .	6507	Strand Road, . .	–	–	Wm. Henderson.	–
Ditto .	7131	Portstewart, . .	–	Robert Gilmour.	–	–
Ditto .	8080	Largy, . . .	–	–	Alex. Robinson.	–
Ditto .	8280	Ballinrees, . .	John Anderson.	–	–	–
Ditto .	8493	Down Hill, . .	–	–	Thomas Scott.	–
Ditto .	8844	Isle of Man-street, f.	–	Grace O'Kane.	–	–
Monaghan .	335	Granshaw, . .	–	–	–	Jas. Whitside.
Ditto .	341	Drumskerry, . .	–	–	–	Peter Curran.
Ditto .	366	Carrickmacross, m.	–	Edw. M'Nally.	–	–
Ditto .	372	Tydavnet, . .	–	–	John Murtagh.	–
Ditto .	1252	Largy, . . m.	–	–	John M'Mahon.	–
Ditto .	2244	Cornassoo, . .	–	Alex. Cooney.	–	–
Ditto .	3697	Killelina, . .	–	Pat. M'Phillips.	–	–
Ditto .	3870	Monigor, . .	–	–	James Callan.	–
Ditto .	5341	Lisnagrieve, . .	–	–	–	Eug. M'Kenna.
Ditto .	5798	Castleshane, . .	–	–	Robert Carson.	–
Ditto .	7528	Lagan, . . .	–	–	John Bond.	–
Ditto .	7963	Rakeeragh, . .	–	–	–	Pat. Corrigan.
Ditto .	8275	Lislietreen, . .	–	–	–	John Curry.
Ditto .	8315	Annanuce, . .	–	–	David Ranson.	–
Tyrone .	394	Fivemiletown, m.	–	–	S. Robinson.	–
Ditto .	395	Ditto, . . f.	–	S. J. Robinson.	–	–
Ditto .	403	Attaghmore, . .	–	John Campbell.	–	–
Ditto .	410	Dungannon, . m.	–	–	Francis Daly.	–
Ditto .	411	Ditto, . . f.	–	–	Cath. Nolan.	–
Ditto .	415	Glencull, . m.	–	–	–	Charles M'Gerr.
Ditto .	424	Clogher, . m.	–	–	Jas. M'Devitt.	–
Ditto .	437	Aughiogan, . .	–	–	–	John M'Aleer.
Ditto .	1381	Rahstown, . .	John Maguire.	–	–	–
Ditto .	1889	Donagheady, . f.	–	–	Reb. Alexander.	–
Ditto .	1891	Clogher, . f.	–	–	Eliza Gallagher.	–
Ditto .	2236	Drumnafern, . a.	–	–	–	Mat. Forbes.
Ditto .	2412	Mountjoy, . .	–	–	–	Jas. Mulholland.
Ditto .	3463	Belnatibbert, . .	Berd. M'Nulty.	–	–	–
Ditto .	3678	Drumharvey, . .	–	–	–	Jas. M'Carron.
Ditto .	3802	Minegar, . .	–	–	Mary Kelly.	–
Ditto .	5369	Esker, . . .	–	–	–	Geo. Doherty.
Ditto .	5531	Edenderry, . .	–	–	–	T. Donaldson.
Ditto .	5833	Altcloghfin, . .	–	–	John Montague.	–
Ditto .	5848	Third Corgery, .	–	–	F. Gallagher.	–
Ditto .	6104	Tattymure, . .	–	–	Pat. Murtagh.	–
Ditto .	6205	Beagh, . . .	–	–	–	Eliza Hood.
Ditto .	6756	Glenmacoffer, .	–	–	Jas. M'Cullagh.	–
Ditto .	7150	Stewartstown, No. 2,	–	–	Wm. Campbell.	–
Ditto .	7296	Strabane, . f.	–	Sarah Hannah.	–	–
Ditto .	7404	Eskra, . . .	–	–	–	Fras. O'Hagan.
Ditto .	7463	Gallon, . . .	–	–	–	John Kelly.
Ditto .	7543	Cookstown, . .	Hugh Waide.	–	–	–
Ditto .	7649	Letteree, . .	–	–	Thos. Curran.	–
Ditto .	7659	Correnary, . .	–	–	–	Hugh Graham.
Ditto .	7673	Maheracreggan, .	–	James Leitch.	–	–
Ditto .	8016	Lower Longfield, .	–	–	A. Touchbourn.	–
Ditto .	8018	Moy, . . f.	–	Char. Meagher.	–	–
Ditto .	8115	Innistrask, . .	–	–	D. Fettershall.	–
Ditto .	8191	Mountfield, . .	–	John Robb.	–	–
Ditto .	8403	Clare, . . .	–	–	–	Jas. Whitten.
Ditto .	8762	Anne-street, Dungannon, . .	–	John Boyd.	–	–

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of MUNSTER.

MUNSTER.

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Clare	3320	Killaloe, m.	–	–	Michl. Molony.	–
Ditto	4051	Corofin, f.	–	–	H. Hutchinson.	–
Ditto	4435	Liscannor, m.	–	–	Pat. Considine.	–
Ditto	4682	Moyrhee, f.	–	–	–	Mar. Flanagan.
Ditto	4752	Lacken, f.	–	–	–	Margaret Hunt.
Ditto	4827	St. Bridget's, f.	–	–	Catherine Scott.	–
Ditto	4875	Scariff, f.	–	Sarah Byrne.	–	–
Ditto	5725	Bansha,	–	–	James Mahony.	–
Ditto	6317	Derrynaveagh,	–	–	–	Michael Kelly.
Ditto	6331	Bodyke, m.	–	Michl. Doherty.	–	–
Ditto	6402	Kilbane, m.	–	Michael Ryan.	–	–
Ditto	6573	Moveen,	–	–	Corns. Hickey.	–
Ditto	6690	Knockbeha,	–	–	–	D. Cunningham.
Ditto	6783	Tubber,	–	–	–	John Wall.
Ditto	6868	Carrigaholt, f.	–	–	–	Jane Mahony.
Ditto	7003	Killerk,	–	–	–	Mich. Shallue.
Ditto	7112	Lissycasey,	–	–	Den. Scanlon.	–
Ditto	7299	Kilrush, f.	–	Nuns.	–	–
Ditto	8142	Glandree, f.	–	–	–	Ann O'Brien.
Ditto	8213	Moyasta, m.	–	–	John Burke.	–
Ditto	8373	Tiernaclane,	–	–	–	Jos. Brown.
Ditto	8528	Annagh,	–	–	Den. M'Inerney.	–
Ditto	8851	Miltownmalbay, f.	–	Agnes Fleming.	–	–
Cork	464	Gurrane, f.	–	–	–	Anne Buckley.
Ditto	465	New Glanmire,	–	–	–	Mat. De Lacy.
Ditto	470	Killinleagh,	–	–	–	John Aherne.
Ditto	478	Derrincahara,	–	–	–	Tim. Buckley.
Ditto	486	Ladysbridge, m.	–	–	–	Wm. Lynch.
Ditto	507	Macroom, f.	–	–	Mary O'Shea.	–
Ditto	1384	Middleton, m.	–	–	Pat. Murphy.	–
Ditto	1792	Inchigeela, m.	–	–	Pat. Lehane.	–
Ditto	1867	Castlelyons, m.	–	–	–	Thos. Heffernan
Ditto	1874	Kilworth, m.	–	–	Pat. Clancy.	–
Ditto	1953	Kanturk, f.	–	Brid. M'Auliffe.	–	–
Ditto	1975	Fermoy, prep.	–	–	–	John O'Brien.
Ditto	2113	Conscroneen, f.	–	–	Honor Donohue.	–
Ditto	2335	Forside, f.	–	–	–	Margt. Goggin.
Ditto	2373	Dunbeacon,	–	–	–	Dan. Driscoll.
Ditto	2448	Ballymakeera,	–	–	Corns. Donohue.	–
Ditto	3012	Maulatrahane, f.	–	–	–	Margt. Daly.
Ditto	3260	Kinsale, No. 2, m.	–	–	Mich. Tuomy.	–
Ditto	3374	Clontead, m.	–	–	–	Jer. Tuomy.
Ditto	3431	Kildinan,	–	–	–	Garrett Flynn.
Ditto	3670	Clontead, f.	–	–	–	Ellen Tuomy.
Ditto	3888	Castleview,	–	–	Peter Good.	–
Ditto	3996	Cullen, f.	–	Honor Hickey.	–	–
Ditto	3998	Ballyhooley, f.	–	–	Brid. Costello.	–
Ditto	4059	Kilnagaspough,	–	–	Jer. M'Carthy.	–
Ditto	4172	Lowertown,	–	–	–	John Neville.
Ditto	4187	Berrings, f.	–	–	–	Mary Dinan.
Ditto	4231	Lisgoold, f.	–	–	Joshua Cotter.	–
Ditto	4572	Kinsale, f.	Nuns.	–	–	–
Ditto	4839	Sherkin Island, f.	–	–	–	E. M. Hickey.
Ditto	5055	Enniskeane, f.	–	–	Kate O'Keeffe.	–
Ditto	5257	Bandon, f.	–	Nuns.	–	–
Ditto	5343	Ballynoe, m.	–	–	John Ryall.	–
Ditto	5344	Ditto, f.	–	–	Kate Dawson.	–
Ditto	5346	Conna, f.	–	–	–	Mary Canning.
Ditto	5477	Laragh,	–	–	–	Thos. Joyce.
Ditto	5488	Old Head of Kinsale,	–	–	John O'Herlihy.	–
Ditto	5565	Trafrask, m.	–	Pat. Sullivan.	–	–
Ditto	5744	Inner Ardgroom,	–	Tim. Shea.	–	–
Ditto	5769	Churchtown, f.	–	–	–	Ellen O'Neill.
Ditto	5771	Ballinacorriga, m.	–	–	–	Dan. Connor.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of MUNSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Cork .	5906	Ballingarry, . .	–	–	–	M. M'Carthy.
Ditto .	6069	Cahir, . . .	–	–	Pat. Cronin.	–
Ditto .	6295	Freemount, . m.	–	–	P. Fitzpatrick.	–
Ditto .	6300	Quilquane, . .	–	Mich. Fleming.	–	–
Ditto .	6333	Kilmurray, . f.	–	–	–	Ann Hallohan.
Ditto .	6351	Park, . . .	–	–	–	Den. O'Connor.
Ditto .	6508	Macroom, prep. m.	–	–	Dan. Buckley.	–
Ditto .	6528	St. Joseph, . f.	–	Nuns.	–	–
Ditto .	6611	Lisavaird, . f.	–	–	Ellen Collins.	–
Ditto .	6692	Timoleague, . f.	–	–	Joha. M'Carthy.	–
Ditto .	6845	Castlelyons, . f.	–	–	Mar. Heffernan.	–
Ditto .	6860	Ballygarteen, . .	–	–	–	John Hayes.
Ditto .	7006	Ballyclough, . m.	–	–	–	Pat. Sexton.
Ditto .	7007	Ditto, . . f.	–	B. O'Callaghan.	–	–
Ditto .	7066	Kilcrohane, . f.	–	–	Joanna Cronin.	–
Ditto .	7241	Ringaskeddy, . f.	–	–	–	Ellen Barry.
Ditto .	7451	Derrinagree, . f.	M. A. Shanley.	–	–	–
Ditto .	7651	Clonakilty, No. 2, f.	–	Nuns.	–	–
Ditto .	8098	Castlemartyr, . .	–	–	Pat. Scannell.	–
Ditto .	8230	St. Nicholas, . m.	–	Jno. Crawford.	–	–
Ditto .	8258	Lissigriffin, . .	–	–	Pat. Wool.	–
Ditto .	8430	Skibbereen, No. 2, f.	Nuns.	–	–	–
Ditto .	8557	Kilmurray, . m.	–	–	Rich. Barrett.	–
Ditto .	8558	Ditto, . . f.	–	–	Margt. Barrett.	–
Ditto .	8707	Ballinora, . f.	–	–	–	Julia Mullane.
Ditto .	8731	Dungourney, . .	–	–	Lucy Davis.	–
Ditto .	8746	Midleton, No. 1, m.	–	–	Mich. Hegarty.	–
Ditto .	8924	Coomleigh, . .	M. O'Sullivan.	–	–	–
Ditto .	1876	Ladysbridge, . f.	–	Mary Delany.	–	–
Ditto .	8478	Coppeen, . .	–	–	–	Thos. Brown.
Kerry .	1276	Ballylongford, m.	–	–	John Enright.	–
Ditto .	1280	Tarbert, . . m.	Tim. Sheahan.	–	–	–
Ditto .	1396	Tulloha, . . m.	–	–	Frs. Moynihan.	–
Ditto .	1699	Ballyduff, . m.	–	–	Pat. O'Brien.	–
Ditto .	1797	Listowel, . m.	–	C. O'Callaghan.	–	–
Ditto .	2002	Killorglin, . f.	M. A. Dowd.	–	–	–
Ditto .	2191	Castlegregory, m.	–	–	Mich. Crowley.	–
Ditto .	2192	Ditto, . . f.	–	–	–	Joanna Crowley.
Ditto .	2194	Filemore, . f.	–	–	–	Mary Webb.
Ditto .	2349	Duagh, . . m.	–	–	–	James Dower.
Ditto .	2979	Clashnagarrane, m.	–	–	–	Tim. M'Kee.
Ditto .	3216	Valentia, . f.	–	–	–	Mary Sugrue.
Ditto .	3590	Trumaragh, . .	–	–	–	T. Molyneux.
Ditto .	3762	Clogher, . . f.	–	–	Mary Clifford.	–
Ditto .	4062	Listowel, . f.	Nuns.	–	–	–
Ditto .	4460	Currens, . . f.	–	–	Mary Hickey.	–
Ditto .	4461	O'Dorney, . m.	–	–	Martin Finn.	–
Ditto .	4463	Masterguihy, . .	–	–	–	Tim. Shea.
Ditto .	4762	Glenbeigh, . m.	–	–	Dan. Doherty.	–
Ditto .	4763	Ditto, . . f.	–	–	Ellen Doherty.	–
Ditto .	5380	Ardfert, . . f.	–	E. Heffernan.	–	–
Ditto .	5423	Goulane, . .	–	–	Morty Shea.	–
Ditto .	5482	Kilbonnane, . f.	–	–	Margt. Ffrench.	–
Ditto .	5735	Keelnabrock, . m.	–	Jer. O'Connor.	–	–
Ditto .	6335	Knockanoor, . .	–	–	–	Dan. Keane.
Ditto .	7244	Ventry, . . f.	–	–	–	Ellen Lynch.
Ditto .	7446	Morley's Bridge, .	–	Jer. Hickie.	–	–
Ditto .	7930	Killahan, . f.	–	–	–	Brid. Shanahan.
Ditto .	7991	Ballyfinnane, . f.	–	–	–	Mary O'Brien.
Ditto .	8332	Tiernaboul, . f.	–	–	Ellen Healy.	–
Limerick .	557	Inch St. Lawrence, .	–	–	–	John Bergin.
Ditto .	560	Clounkeen, . .	–	–	–	John Byrom.
Ditto .	562	Ahane, . . m.	–	–	James Mullins.	–
Ditto .	1144	Lowtown, . f.	M. A. Clancy.	–	–	–
Ditto .	1231	Ardagh, . . m.	–	–	Tim. O'Regan.	–
Ditto .	1934	Feehonagh, . .	–	–	–	John Kelly.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of MUNSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Limerick,	2540	Mount Trenchard, m.	–	Jas. Hanrahan.	–	–
Ditto	2910	Ballingarry, f.	–	–	–	Ellen Coghlan.
Ditto	4466	Ballymartin,	–	–	–	Dan. Murphy.
Ditto	4820	Coogy, m.	–	–	–	Jos. Fitzpatrick.
Ditto	4877	Killoughteen,	–	–	–	Fras. Dunne.
Ditto	5881	Murroe, f.	–	–	E. Fitzpatrick.	–
Ditto	6141	Villiers, m.	Wm. Clarke.	–	–	–
Ditto	6915	Donoughmore,	–	John O'Brien.	–	–
Ditto	7224	Ballygran, m.	–	–	Tim. M'Carthy.	–
Ditto	7230	Meenkilly,	–	Mich. Curtin.	–	–
Ditto	7263	Bilboa,	–	–	Dav. Lonergan.	–
Ditto	7274	Ulla, f.	–	A. Sheahan.	–	–
Ditto	7317	Glengurt, m.	–	–	–	Rich. Scanlan.
Ditto	7569	Tineteriffe,	–	–	Pat. Donohue.	–
Ditto	7748	Monaleen, m.	–	–	Mich. M'Carthy.	–
Ditto	7900	Ballysteen,	–	–	James Moran.	–
Tipperary	574	Clonmiclane,	R. Fogarty.	–	–	–
Ditto	584	Cloneen,	–	Thos. Fleming.	–	–
Ditto	1610	Killea, f.	–	–	Cath. Murphy.	–
Ditto	3019	Barncourt, m.	–	–	John Moloney.	–
Ditto	4066	Newport, m.	–	–	John Corbett.	–
Ditto	4067	Ditto, f.	–	–	Margt. Corboy.	–
Ditto	4068	Thurles, f.	–	Nuns.	–	–
Ditto	4071	Shrovehill,	–	–	–	Tim. Quinn.
Ditto	4132	Clogheen, m.	–	–	Walter Bourke.	–
Ditto	4221	Kylepark, f.	–	–	Cath. Gallagher.	–
Ditto	5041	Eglish, f.	–	–	Mary Carroll.	–
Ditto	5111	Glenbawn,	–	–	–	Pat. M'Namara.
Ditto	5491	Kilcummin,	–	Ellen Clarke.	–	–
Ditto	5745	Clonmore, m.	–	–	–	Mich. M'Donald.
Ditto	6034	Pike,	–	–	John Hogan.	–
Ditto	6406	Borrisofarney,	–	–	Jer. Donovan.	–
Ditto	6698	Ballinclough,	–	–	–	Pat. Flanigan.
Ditto	6847	Carrig, f.	–	–	–	Jude Healy.
Ditto	7119	Castletownarra, f.	–	–	–	M. A. Madden.
Ditto	7133	Shanakill,	–	–	–	William Corbett.
Ditto	7196	Clonmore, f.	–	–	–	Sarah Fogarty.
Ditto	7232	Drangan, f.	–	–	–	Eliza Keely.
Ditto	7359	Skeheenarinky, f.	–	Margt. Mulcahy.	–	–
Ditto	7392	Nenagh, f.	–	Nuns.	–	–
Ditto	7416	Cahernahalla,	–	–	John Donoghue.	–
Ditto	7577	Bansha, m.	–	–	Cornelius Ryan.	–
Ditto	7715	Ardfinane, f.	–	–	Alicia Cantwell.	–
Ditto	7783	Castleinny, f.	–	–	Mary Mackey.	–
Ditto	7982	Grange, m.	–	–	–	James Morrissy.
Ditto	8022	Bansha, f.	–	E. M. Cox.	–	–
Ditto	8224	Glenough,	–	–	–	Daniel Daly.
Ditto	8697	Burgess, f.	–	–	–	Mary Banon.
Waterford	3228	Cappoquin, No. 2, f.	Nuns.	–	–	–
Ditto	4866	Bennett's-church,	–	–	–	Willm. Keating.
Ditto	7441	Ballycurrane,	–	–	–	Mary Sullivan.
Ditto	7668	Ballyduff,	–	–	Patrick Cotter.	–
Ditto	7737	Villierstown, m.	–	Patk. Garvan.	–	–
Ditto	7772	Clonea, f.	–	–	Cath. Fleming.	–
Ditto	8192	Clashmore, f.	–	–	–	Cath. Kehoe.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of LEINSTER.

LEINSTER.

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Carlow	653	Ballymurphy, m.	–	–	Patrick Hughes.	–
Ditto	660	Ballymartin, f.	–	–	–	Mary Kealy.
Ditto	674	Rathvilly, m.	–	–	–	Patrick D'Arcy.
Ditto	681	Tullow, m.	–	–	Monks.	–
Ditto	3276	Grange, f.	–	–	Ellen Cosgrave.	–
Dublin	685	Artane, m.	–	–	–	Ed. D'Arcy.
Ditto	688	Baldoyle, f.	–	–	–	AnneO'Halloran
Ditto	698	Blanchardstown, f.	–	–	Kate M'Connell.	–
Ditto	704	Dalkey, m.	–	–	John Merrigan.	–
Ditto	721	Blackrock, f.	Nuns.	–	–	–
Ditto	726	Newcastle, f.	–	–	–	Julia Reilly.
Ditto	730	Saggart, m.	–	–	Edwin Crichton.	–
Ditto	744	SS. Michael & John's, m.	–	Thos. Kilmartin.	–	–
Ditto	745	Ditto, f.	–	–	–	Esther Healy.
Ditto	1149	King's Inns-street, f.	Nuns.	–	–	–
Ditto	1168	Dundrum, f.	–	–	Mary Mulvey.	–
Ditto	1170	Naul, m.	–	–	–	Thomas Egan.
Ditto	1764	St. Paul's, m.	–	–	–	Ed. Watson.
Ditto	1783	Ditto, f.	–	–	–	Mary Morris.
Ditto	2018	Baggot-street,	Nuns.	–	–	–
Ditto	2872	Sandyford, m.	–	–	–	Cors. O'Driscoll.
Ditto	3059	Edmonstown, f.	–	–	–	Margt. Martin.
Ditto	3107	Richmond, f.	–	Nuns.	–	–
Ditto	5474	Clonshough,	–	–	John Glennon.	–
Ditto	5712	Malahide, f.	–	–	Mary Manning.	–
Ditto	6200	Booterstown, m.	–	–	Pat. Shannon.	–
Ditto	6234	St. Bridget's, i.	–	Mary Byrne.	–	–
Ditto	6468	St. LaurenceO'Toole's No. 1, f.	–	–	BridgetO'Leary.	–
Ditto	6664	Denmark-street,	–	–	–	James Duffy.
Ditto	7032	Leeson-lane,	–	–	Mary Joyce.	–
Ditto	7246	Little Bray, f.	–	–	Kate Beagan.	–
Ditto	7516	Ranelagh,	–	–	A. O'Callaghan.	–
Ditto	7616	Glen-na-smol,	–	–	M. A. Sheridan.	–
Ditto	7883	Clondalkin,	–	Nuns.	–	–
Ditto	7917	St. Paul's, No. 2, m.	–	–	Daniel Murphy.	–
Ditto	8171	SS. Michael & John's, i.	–	–	–	M. J. Dowling.
Ditto	8180	Kingstown, m.	–	–	Michl. Sinnott.	–
Ditto	8277	Hedgestown,	–	Michl. Hayden.	–	–
Ditto	8479	Killiney,	–	–	–	Mary Moore.
Ditto	8521	Irishtown, m.	–	–	–	Chs. M'Fetridge.
Kildare	771	Kildare, f.	Nuns.	–	–	–
Ditto	776	Kilcock, f.	–	–	Margt. Halligan.	–
Ditto	781	Monasterevan, m.	–	–	George Lyng.	–
Ditto	786	Staplestown, m.	–	–	–	James Mangan.
Ditto	1298	Newtown, m.	–	–	Sylvtr. Coonan.	–
Ditto	1812	Ardclough, m.	–	–	Thomas Lacy.	–
Ditto	3236	Ditto, f.	–	–	–	Anne Mooney.
Ditto	6126	Castledermott, m.	–	–	Chas. Kinsella.	–
Ditto	6127	Ditto, f.	–	–	–	Eliza Whelan.
Ditto	7823	Straffan, m.	–	And. O'Farrell.	–	–
Ditto	7824	Ditto, f.	–	–	Ellen O'Farrell.	–
Ditto	8764	Prosperous, f.	–	–	–	Margt. Hickey.
Kilkenny	788	Lisdowney, m.	–	–	–	Phil. Shea.
Ditto	791	Bennett's Bridge,	–	–	–	Michl. Murphy.
Ditto	1118	Castlecomer, m.	Jos. Deighan.	–	–	–
Ditto	1302	Tullaroan, m.	–	Pat. Murphy.	–	–
Ditto	1468	Tubbernabrona, f.	–	–	–	Brid. Rodgers.
Ditto	1916	Inistiogue, m.	–	–	Michl. Deighan.	–
Ditto	2312	Crosspatrick, m.	–	–	–	Pat. Kearney.
Ditto	2676	Gazebo, m.	–	–	–	Pat. Walker.
Ditto	2918	Johnstown, m.	–	–	Terence Clarke.	–

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of LEINSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Kilkenny	3110	Bonnetstown,	–	–	Pat. Egan.	–
Ditto	3141	Gazebo, f.	–	–	Margt. Walker.	–
Ditto	3530	Tullaroan, f.	–	–	Anne Regan.	–
Ditto	3684	Moneenamuck, f.	–	–	Margt. Kelly.	–
Ditto	3808	Thomastown, m.	–	Martin Griffith.	–	–
Ditto	5319	Inistiogue, f.	–	–	H. M'Cormick.	–
Ditto	5438	Newtown, .	–	–	–	Thomas Nolan.
Ditto	6189	Piltown, m.	R. S. Cunningham	–	–	–
Ditto	6190	Ditto, f.	–	–	–	E. Cunningham.
Ditto	6890	Drenamaggin,	–	–	–	John Phelan.
Ditto	7247	Church Clara,	–	–	Jer. Carty.	–
Ditto	7674	Dunbell,	–	–	–	James Kelly.
King's	823	Killina, f.	–	–	Nuns.	–
Ditto	3220	Birr, f.	–	Nuns.	–	–
Ditto	3691	Clonfanlough,	–	–	–	Thomas Fagan.
Ditto	5441	Shinrone, m.	–	–	–	John Magrath.
Ditto	5883	Moneygall,	–	–	James Feehan.	–
Ditto	5972	Cloghan, m.	–	–	–	Agnes Gorman.
Ditto	6427	Dromakeenan,	–	–	Martin Ryan.	–
Ditto	7106	Garbally,	–	–	–	John Moylan.
Ditto	8668	Kinnitty,	–	–	–	John Phelan.
Longford	857	Longford, f.	Nuns.	–	–	–
Ditto	858	Clonbroney,	–	–	–	Eliza Curran.
Ditto	1212	Granard, f.	–	–	Margt. Somers.	–
Ditto	1568	Balnalee, f.	–	–	–	Margt. Feeny.
Ditto	2084	Edgeworthstown, f.	–	–	Mary Muldoon.	–
Ditto	3390	Cloontagh, f.	–	–	–	Eliza Potter.
Ditto	3919	Dimbeggan,	–	–	Michael Lee.	–
Ditto	4208	Moydow, f.	–	–	–	Mary Halligan.
Ditto	5510	Bonlahy,	–	–	–	John Salmon.
Ditto	7739	Carrickboy,	–	–	Robert Quigg.	–
Ditto	8308	Ballyclamea,	–	–	Mat. Mitchell.	–
Louth	831	Ballymakenny,	–	–	–	Den. M'Carville.
Ditto	839	Kilsaran, m.	–	–	–	Pat. Duffy.
Ditto	843	Boycetown,	–	–	–	Hugh Creehan.
Ditto	848	Dundalk, f.	–	–	Mary Taaffe.	–
Ditto	2081	Kilcurry, m.	Ed. Gorman.	–	–	–
Ditto	2326	Tenure, m.	–	–	Wm. Harding.	–
Ditto	2794	Stonetown,	–	–	–	Hugh Byrne.
Ditto	3001	Omeath, m.	–	–	–	Michl. O'Meara.
Ditto	3002	Ditto, f.	–	–	–	M. A. Barry.
Ditto	4084	Rocktate,	Pat. Jennett.	–	–	–
Ditto	5387	Dundalk, No. 2, f.	–	Nuns.	–	–
Ditto	6039	Ditto, No. 3, m.	–	–	John Moley.	–
Ditto	8052	St. Mary's,	Nuns.	–	–	–
Meath	831	Moynalty, f.	–	–	Anne Rodgers.	–
Ditto	1309	Stackallen, m.	–	–	–	Nich. Kellett.
Ditto	1421	Kilskyre, m.	–	Philip Brady.	–	–
Ditto	1563	Ditto, f.	–	–	Margaret Fox.	–
Ditto	1869	Athboy, m.	John Herbert.	–	–	–
Ditto	2087	Clonalvey, f.	–	–	–	J. M'Loughlin.
Ditto	2844	Yellow Furze,	–	–	John Geraghty.	–
Ditto	2906	Baconstown, f.	–	–	Ellen Magee.	–
Ditto	3116	Boyerstown,	–	–	–	James Madden.
Ditto	3443	Batterstown,	–	–	Mar. Duigenan.	–
Ditto	3671	Oristown, f.	–	–	–	Mary Condren.
Ditto	3922	Stackallen, f.	–	–	–	Eliza Elmes.
Ditto	4086	Baltrasna,	–	–	–	Chr. M'Enroe.
Ditto	4370	Rathcarron, f.	–	–	–	Mary M'Mahon.
Ditto	6554	Duleek, m.	–	–	John Whyte.	–
Ditto	6746	Carlanstown, f.	–	–	–	Anne O'Reilly.
Ditto	7499	Dangan, f.	–	–	Jane Byrne.	–
Ditto	8036	Athboy, i.	–	Anne M'Mahon.	–	–
Ditto	8428	Kingsfort,	–	–	Joseph Jordan.	–
Ditto	8755	Gehanstown, f.	–	–	Eliza Carroll.	–
Queen's	892	Shanganmore,	–	–	–	Richard Moore.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of LEINSTER—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Queen's	896	Ballinakill, f.	–	M. M'Guinness.	–	–
Ditto	906	Trummera, .	Cath. Mooney.	–	–	–
Ditto	918	Castletown, m.	–	James Greer.	–	–
Ditto	922	Mount Mellick, m.	–	–	John Canning.	–
Ditto	1555	Ballyroan, m.	–	–	–	James Mooney.
Ditto	1956	Maryborough, f.	–	–	–	Nuns.
Ditto	2731	Castletown, f.	–	Ellen Cullen.	–	–
Ditto	3361	Abbeyleix, m.	–	–	John O'Reilly.	–
Ditto	3458	Wolfhill, f.	M. A. Brennan.	–	–	–
Ditto	4778	Killabban, m.	–	–	Thomas Dunne.	–
Ditto	4779	Ditto, f.	–	–	Jane Brophy.	–
Ditto	5208	Briscoli, .	–	–	G. Jones.	–
Ditto	5442	Rosenallis, f.	–	–	–	Bridget Connor.
Ditto	6555	Rath, .	–	–	–	Edward Dunn.
Ditto	7183	Mountmellick, f.	–	–	Nuns.	–
Ditto	7505	Boley, .	–	–	–	William Nolan.
Ditto	7915	Vicarstown, .	–	–	–	O. M'Gough.
Westmeath	931	Ballinvally, m.	–	John Lyons.	–	–
Ditto	938	Clonmellon, m.	–	–	John Curry.	–
Ditto	1474	Glantown, .	–	–	–	James Seery.
Ditto	1493	Anchorsbower, f.	–	–	Anne Jones.	–
Ditto	1527	Corralstown, f.	–	Julia Kavanagh.	–	–
Ditto	4087	Mullingar, .	–	–	Willm. Speight.	–
Ditto	4397	Knockaville, .	–	–	–	P. Fagan.
Ditto	5109	Gainstown, .	–	–	Mary Webb.	–
Ditto	5333	Carley, f.	–	–	–	R. Donnelan.
Ditto	5513	Castlepollard, m.	George Blake.	–	–	–
Ditto	5606	Kinnegad, f.	–	–	Eliza Kehoe.	–
Ditto	6283	Ballinagore, m.	–	–	–	L. Cowan.
Ditto	7171	Drumraney, f.	–	–	Michael Hearne.	–
Ditto	7444	Ballymore, f.	–	–	Anne Mooney.	–
Ditto	8037	Tang, m.	John Conlan.	–	–	–
Ditto	8038	Ditto, f.	–	–	–	M. M'Auley.
Wexford	967	New Ross, f.	–	–	–	Nuns.
Ditto	969	Wexford, f.	–	Nuns.	–	–
Ditto	1762	Taghmon, .	–	–	John Erwin.	–
Ditto	1910	Tomhaggard, .	–	–	J. Colfer.	–
Ditto	2451	New Ross, m.	–	–	–	Thos. Connolly.
Ditto	3601	Ballygarrett, m.	–	William Byrne.	–	–
Ditto	3602	Ditto, f.	–	Mgt. O'Rourke.	–	–
Ditto	3902	Ballindaggin, .	–	–	–	Pat. O'Callaghan
Ditto	5015	Clongeen, f.	–	–	Belin. Cheevers.	–
Ditto	5753	Baldwinstown, .	–	Mich. Butler.	–	–
Ditto	5918	Oilgate, .	–	–	John Tuomy.	–
Ditto	6353	Camolin, m.	–	–	–	Thomas Maher.
Ditto	6354	Ditto, f.	–	–	–	Ann Maher.
Ditto	6587	Ballycannew, f.	–	–	–	M. Brennan.
Ditto	6588	Curracloe, .	–	–	–	Lar. Cavanagh.
Ditto	8221	Templeshannon, f.	–	–	–	Nuns.
Ditto	8336	Tullycanna, f.	–	–	Margt. Furlong.	–
Wicklow	971	Baltinglass, m.	–	Thos. Stritch.	–	–
Ditto	977	Ballyconnell, m.	–	–	–	Thomas Barrett.
Ditto	1789	Talbotstown, f.	–	–	–	M. Murray.
Ditto	4093	Annacurragh, m.	–	–	James Doyle.	–
Ditto	4903	Barrendarrig, f.	–	–	C. Thompson.	–
Ditto	5791	Tinahely, .	–	–	Jas. Cunnian.	–
Ditto	6005	Newcastle, .	–	–	–	Wm. Murphy.

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of CONNAUGHT.

CONNAUGHT.

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Galway	1010	Loughrea, m.	–	–	M. Manning.	–
Ditto	1012	Roundstone, .	–	–	–	M. Coghlan.
Ditto	1013	Rahoon, f.	Nuns.	–	–	–
Ditto	1321	Woodford, m.	–	–	P. Murphy.	–
Ditto	1331	Moycullen, f.	–	–	E. Mannix.	–
Ditto	1645	Kinvara, .	–	–	–	M. Brennan.
Ditto	2351	Monivea, m.	–	–	–	J. Molloy.
Ditto	3151	Inishcaltra, m.	–	–	J. Stenson.	–
Ditto	3813	Ahascragh, m.	–	–	–	T. M'Keigue.
Ditto	3875	Inishcaltra, f.	–	–	–	M. Mailew.
Ditto	4790	Gort, m.	J. Brougham.	–	–	–
Ditto	5523	Ballinacurry, .	–	–	Pat. Morris.	–
Ditto	6258	Killaghton, .	–	–	–	J. Loughnane.
Ditto	6260	Ardrahan, .	–	–	–	J. Moloney.
Ditto	6319	Doorus, .	–	–	Pat. Hynes.	–
Ditto	6396	Northampton, .	–	–	–	J. Leonard.
Ditto	6498	Adrigoole, .	–	J. Hilton.	–	–
Ditto	6560	Clydagh, .	–	–	P. Cawley.	–
Ditto	6561	Kilcooly, f.	–	B. Blehein.	–	–
Ditto	6613	St. Nicholas, f.	–	–	Nuns.	–
Ditto	6632	St. Vincent's, .	–	Nuns.	–	–
Ditto	6750	Rosgray, .	–	–	P. Joyce.	–
Ditto	6839	Ballinasloe, f.	Nuns.	–	–	–
Ditto	6893	Derrygimla, .	–	–	–	D. Faherty.
Ditto	6924	Collinamuck, .	–	–	–	P. Donohue.
Ditto	6925	Claddaghduff, .	–	–	–	P. Conroy.
Ditto	6938	Leenane, .	–	–	–	J. Cunningham.
Ditto	7172	Ower, .	–	–	–	J. Goodwin.
Ditto	7193	Murvey, .	–	–	Mich. Lyons.	–
Ditto	7342	Dunmore, .	–	P. Murray.	–	–
Ditto	7456	Ballygar, f.	–	–	–	S. Gilligan.
Ditto	8226	Athenry, m.	–	M. Higgins.	–	–
Ditto	8227	Ditto, f.	–	–	–	K. Westlake.
Ditto	8511	Shragh, f.	–	–	A. Dillon.	–
Ditto	8594	Monivea, f.	–	–	–	M. Burke.
Ditto	8775	Glann, .	–	–	M. Quinn.	–
Ditto	8795	Oranmore, f.	–	Nuns.	–	–
Leitrim	1030	Liscarbane, .	–	–	F. Cullen.	–
Ditto	1125	Leitrim, .	–	–	T. Nolan.	–
Ditto	2820	Ballinamore, m.	–	–	P. O'Neill.	–
Ditto	3219	Killea, .	–	–	A. M'Grath.	–
Ditto	4097	Ballaghameehan, .	–	B. Ferguson.	–	–
Ditto	4665	Carrowallen, f.	–	–	–	J. Wood.
Ditto	4691	Urbal, m.	–	P. Healy.	–	–
Ditto	5684	Killygar, m.	–	Robert Wood.	–	–
Ditto	5841	Boyannagh, .	–	–	M. Travers.	–
Ditto	6614	Kilroosk, .	–	–	J. Ferguson.	–
Ditto	6730	Leitrim, f.	–	–	S. Robinson.	–
Ditto	6894	Conray, .	–	A. M'Gorrin.	–	–
Ditto	7039	Meenymore, .	–	–	–	J. M'Morrow.
Ditto	7217	Coonaugh, .	–	–	–	A. Mortimer.
Ditto	7688	Killycoosy, .	–	–	–	P. Keegan.
Ditto	7729	Farnaught, f.	–	M. Condell.	–	–
Ditto	3074	Uragh, .	–	–	P. Connolly.	–
Ditto	8196	Castlemile, .	–	–	J. Gaffney.	–
Ditto	8238	Gubbs & Drumdiffer,	–	–	M. Fitzpatrick.	–
Ditto	8296	Feenagh, .	–	–	T. Roney.	–
Ditto	8675	Sracummer, .	–	–	–	T. Lynch.
Mayo	1056	Brackloon, .	–	–	Ml. O'Connell.	–
Ditto	1058	Brusna Agricul., .	–	–	–	Michael Grady
Ditto	1074	Ballaghaderin, .	John M'Donald.	–	–	–
Ditto	1671	Trienbeg, .	–	John Flynn.	–	–
Ditto	2830	Ballycastle, .	–	–	Thomas Golden.	–
Ditto	3027	Corclough, No. 2, .	–	E. Tighe.	–	–

List of Teachers to whom Premiums for Order, Neatness, Cleanliness, and General Efficiency, were paid in the Year 1863.—Province of CONNAUGHT—*continued.*

County.	Roll No.	School.	Name of Teacher and Class of Premium.			
			First Class.	Second Class.	Third Class.	Fourth Class.
Mayo	3559	Killala,	–	–	–	Thomas Ruddy.
Ditto	3906	Rossduan,	–	–	–	A. Jordan.
Ditto	3944	Cloonfane, m.	–	–	L. Brennan.	–
Ditto	3956	Ballaghaderin, f.	–	–	R. M'Donald.	–
Ditto	4176	Lodge,	–	–	P. Ruddy.	–
Ditto	4393	Belderrig,	–	–	J. Finnerty.	–
Ditto	4631	Newport Pratt, f.	–	–	M. A. Jordan.	–
Ditto	4793	Lowpark, m.	–	–	–	M. Brennan.
Ditto	4854	Killadangan,	–	–	–	Michael Clarke.
Ditto	4855	Kilsallaght,	–	–	Thomas Griffin.	–
Ditto	5122	Accony,	–	–	J. M'Evilly.	–
Ditto	5125	Ballyburke,	–	–	–	P. Lyons.
Ditto	5129	Louisburgh, f.	M. Scanlan.	–	–	–
Ditto	5472	Kilroe,	–	–	J. Brennan.	–
Ditto	5756	Burriscarra, m.	–	–	–	John M'Nally.
Ditto	6762	Glencorrib, m.	–	–	J. Traynor.	–
Ditto	6763	Glencorrib, f.	–	–	M. A. Carrick.	–
Ditto	6796	St. Joseph's,	–	J. O'Malley.	–	–
Ditto	6815	Cong, m.	M. Mulligan.	–	–	–
Ditto	6852	Garracloon, m.	–	–	J. Traynor.	–
Ditto	7018	Carramore,	–	A. Rowan.	–	–
Ditto	7347	Belmullet, m.	M. Walsh.	–	–	–
Ditto	7482	Tullyegan,	–	–	–	A. Porter.
Ditto	7750	Derinacarta,	–	–	T. Gannon.	–
Ditto	7879	Doolough,	–	–	R. Carrick.	–
Ditto	7988	Cloonamore,	–	–	E. King.	–
Ditto	8061	Barnatra,	–	–	–	W. Mahon.
Ditto	8392	Kilmoree, f.	–	–	A. Sheridan.	–
Ditto	8737	Palm Hill,	–	–	–	J. Corcoran.
Roscommon	3456	Roscommon, m.	–	–	–	M. M'Gann.
Ditto	3604	Cornafulla, f.	–	–	–	M. Durney.
Ditto	4099	Ballymurry,	–	–	C. Kenny.	–
Ditto	5650	Aughnadarry,	–	M. Healy.	–	–
Ditto	5811	Ballagh,	–	–	–	M. Quinn.
Ditto	7195	Mount Welcome,	–	–	J. M'Donagh.	–
Ditto	7238	Roscommon, f.	–	Nuns.	–	–
Ditto	7292	Ballymurray,	–	–	W. Watson.	–
Ditto	8200	Cloonicolgan,	–	–	–	J. Dockery.
Ditto	8405	Ballymintan,	–	–	–	P. Geoghegan.
Sligo	1349	Kilmactigue,	–	–	J. M'Intyre.	–
Ditto	1414	Gortalough,	–	–	–	P. Murray.
Ditto	2859	Keash,	T. Little.	–	–	–
Ditto	4159	Carn,	–	–	F. Cawley.	–
Ditto	4545	Corbally,	–	J. Timlin.	–	–
Ditto	5851	Sligo, No. 2,	Nuns.	–	–	–
Ditto	6103	Castlegal, f.	–	–	–	A. M'Intyre.
Ditto	6484	Curry,	–	G. Burke.	–	–
Ditto	7411	Tully,	–	–	–	W. Reynolds.
Ditto	7873	Clogher,	–	–	W. M'Cally.	–
Ditto	8013	Coolbock,	–	–	–	J. Feely.
Ditto	8063	Ross,	–	–	–	J. O'Gara.
Ditto	8176	Tunnagh,	–	–	–	J. Carberry.
Ditto	8463	Rathcormac, f.	–	–	–	K. Holahan.

APPENDIX O.

QUESTIONS (for answer in writing) proposed at District Examinations for the year 1863.

No. 1.—MALE TEACHERS.

A.

Grammar.

1. How various his employments whom the world
Calls *idle*, and who justly in return
Esteems that busy world an *idler* too!
He that attends to his interior *self*,
That has a heart and keeps it, has a mind
That hungers, and supplies it, and who seeks
A social not a dissipated *life*,
Has business; feels himself engaged to achieve
No unimportant though a silent task.
A life *all turbulence and noise may seem*
To him who leads it wise, and *to be praised;*
But wisdom is a pearl with most success
Sought in still water and beneath clear skies.

Write a paraphrase of the foregoing lines, and parse the words in italics.

2. From among the nouns, adjectives, and verbs in the same lines, write out ten words that are of Saxon, and ten that are of foreign origin, giving the roots of the latter.

3. The word "self" is found to combine with the personal pronouns in *three* different ways: specify and explain them, and add any other remarks that may occur to you respecting the use of this word.

4. State how the existence of the double form to express past time, such as *began* and *begun*, *drank* and *drunk*, &c., is accounted for.

5. Name the gradations through which the English language passed before assuming its present form; giving the date of each stage, and naming one standard specimen of each period that has come down to us.

Geography.—1. State fully the circumstances which led to the discovery of the planet Neptune, and give his diameter, periodic time, and mean distance from the earth.

2. Name the five great races into which the human family is usually divided, describe the characteristics of each, and point out the portion of the globe which each inhabits.

3. Describe the drainage of North America, taking care to name the rivers.

4. India, not including the Punjaub, has been divided into *four* great regions: name and describe them as to position and boundaries; and state to which *Travancore*, *Nepaul*, *Candeish*, and *Delhi*, respectively, belong.

5. Describe the situation of the following seaports, and specify the articles of commerce likely to be brought from each to the United Kingdom:—

Havanna.	Bahia.
Malaga.	Nangasaki.
Batavia.	Colombo.

History.—1. Give a brief account of the Amphictyonic Council; (*a*) when and where it was established; (*b*) the great advantages which Greece derived from it.

2. *Switzerland.*—Give a sketch of its ancient history, and state the circumstances that led to the establishment of the Helvetic Confederation.

Appendix O.

Questions proposed at the Examinations.

Male Teachers.

3. Mention the most remarkable events that marked the fourteenth century, and the names of the most eminent men that were connected with them.

4. State when and by whom the following battles were fought:—*Platæa, Mycale,* and *Gos. Potamos.*

Money Matters.—1. What are the component parts of the exchangeable value of commodities?

2. Some people try to argue that it makes no real difference to a labourer whether the price of food be high or low; how do they try to prove this?

3. When machinery is applied to the production of commodities which are not intended *directly* or indirectly for the use of labourers, does it occasion any general alteration in the rate of wages? Give examples.

Reasoning.—1. In an enthymeme, how is it ascertained which premise is suppressed?

2. If neither the subject nor predicate appears in the antecedent, which premise is suppressed? Prove this.

3. In a hypothetic syllogism, how many fallacious ways are there of drawing a conclusion?

4. On what depends the *vis consequentiæ* of a disjunctive syllogism?

Lesson Books.—1. Mention (*a*) the *five* great festivals of the Israelites, and specify the purpose for which each was appointed; (*b*) mention also the three remarkable regulations or ordinances which were imposed upon the Israelites.

2. Write out from the lesson on "*Germany,*" in the Fourth Book, the substance of the description given (*a*) of *Upper Austria;* (*b*) of the *Tyrol;* and (*c*) of *Styria.*

3. Mention (*a*) the titles under which the ancient Greeks and Romans worshipped the *Heavens,* the *Earth,* the *Sun,* the *Moon,* and *Time* or *Eternity;* (*b*) mention also which of the Canaanite deities corresponded respectively to Jupiter and Saturn of the Roman Mythology; (*c*) name the Saxon deities to whom the days of the week were respectively sacred, and also the corresponding Roman deities.

4. From the lesson on "*The Teeth,*" in the Fifth Book, state (*a*) what appears to be the principal function of the teeth in those animals that swallow their prey whole; (*b*) how the teeth of carnivorous animals differ from those of omnivorous animals, and also how those of graminivorous animals differ from those of both carnivorous and omnivorous animals; (*c*) how, by means of their teeth, the Asiatic elephant may be distinguished from the African.

5. As an exercise in *composition,* write out, *in your own words,* the substance of the lesson in the Fifth Book on "*The Integuments,*" embodying any information on the same subject that you may have derived from other sources.

Arithmetic.—1. Write down the rule of double position, and explain the principle upon which it depends. Solve by it the following question:—Divide £200 among A, B, and C, so that B may have £6 more than A, and C £8 more than B, and give the work in full.

2. Extract the cube root of 98,003,449 to four places of decimals,—give two methods for extracting the cube root of a vulgar fraction.

3. Prize money to the amount of £10,000 is to be divided among the officers and men of a detachment, in proportion to their pay and to the time they have served. Two of the officers have each £20 a month, and have served 13 years; 10 officers have each £13 a month, and have

served 9 years; 450 privates, at 30*s.* a month, have served 7 years. What proportion of the prize money must each receive?

Appendix O.

Questions proposed at the Examinations.

Male Teachers.

4. Determine by logarithms the value of $\sqrt[5]{7\sqrt{2}\times\sqrt{3}}$, the logs. of 2, 3, and 7 being, respectively, 0·301030, 0·477121, and 0·845098.

5. Determine the numerical value of 0°, and show that a finite quantity is a mean proportional between 0 and infinity.

Algebra.—1. Show by an example how operations on fractional quantities may be facilitated by the use of negative indices; an exercise in multiplication to be selected, and the work to be set out (1) at length, and (2) by detached co-efficients.

2. Given the difference of the diagonal and side of a square$=a$, to find the side. Having determined the formula, assume a number to represent the difference, and find the corresponding side.

3. Find the values of x in the following equations:—

(1) $3x+5\sqrt{x}=22$.
(2) $x+x^{-1}=a$.

4. There is a number in the decimal notation consisting of three digits: the last is double of the first, and when the number is divided by the sum of its digits, the quotient is 22, which is double the result obtained by dividing by the product of the last two digits; required the number.

5. Given to find x and y:—

$$ax+\frac{y}{b}=c.$$

$$a'x+\frac{y}{b'}=c'.$$

Geometry, Mensuration, &c.—1. If the linear side of a certain cube be increased 1 inch, the surface of the cube will be increased 486 square inches; determine the side of the cube.

2. Prove that in any plane triangle the sine of half the difference of any two angles is to the sine of half their sum as the difference of the opposite sides to the third side, viz.:—

$$\sin\tfrac{1}{2}(A-B):\sin\tfrac{1}{2}(A+B)::a-b:c.$$

3. It is required to determine at what point in the horizontal plane a perpendicular object, standing on an elevation, will subtend the greatest angle.

4. Define duplicate ratio, and prove that similar triangles are to one another in the duplicate ratio of their homologous sides.

5. Of all the parallelograms that can be inscribed in any triangle, that which is described on half one of the sides as the base is the greatest; state the simplest case of this proposition.

Natural Philosophy.—1. A body is projected downwards with a velocity of 100 feet per second, state how far it will have descended in 5″.

2. Describe the principle on which the *differential* axle is constructed.

3. State the number of elementary bodies which constitute the globe; state also the mode of division by Thompson and Berzelius, and the mode now adopted.

4. Write down the symbols and atomic weights, or chemical equivalents of the following, viz.:—Olefiant gas, muriatic acid, and sulphate of potash; and find from the last the quantity of potash in 2 lbs. 3 oz. of the sulphate of potash.

Appendix O.

Questions proposed at the Examinations.

Male Teachers.

5. Describe the process of lithographic printing, and the principle on which it depends.

Book-keeping.—1. How must outlay for which no property is received, or income for which nothing is exchanged, be dealt with in the ledger? State the various transactions that may be brought under these heads.

2. Describe the plan recommended in the "Seventh Set" for closing the stock account of the books of a company.

3. Mention the principal "subsidiary books," and state shortly the advantage of keeping each.

4. In the following transactions what entries are made in the ledger, and why?—

(1.) When goods of another person are insured by me, and I do not receive the premium.

(2.) John Jones, who had formerly compounded with me for 15*s.* in the pound, now pays me the remainder of his debt, originally £1,000.

(3.) Bottled for house, half pipe Port wine; used remaining half to fill those that leaked.

B.

Grammar.

1. *So glide my life away!* and so at last,
My *share* of duties decently *fulfilled*,
May some *disease*, *not tardy to perform*
Its destined office, yet with gentle stroke,
Dismiss me *weary* to a safe retreat,
Beneath the turf *that* I have often trod.

Parse the words in italics, and write a paraphrase of the foregoing lines.

2. Name the parts of speech which are almost exclusively Saxon, and give some exceptions.

3. Classify the auxiliary verbs according to the different purposes to which they are applied.

4. State fully Crombie's rule on the subject of adjectives used as adverbs, giving one or two illustrations.

5. Give the derivation of the following words, stating in each case the language to which the root belongs, and adding any thing you may know respecting the history of the word:—*druid*, *tragedy*, *inoculate*, *Philippi*, *mob*, and *calculate*.

Geography.—1. Mercury and Venus, when viewed through a telescope, exhibit phases similar to those of the Moon; what two circumstances respecting these planets are inferred from the fact? Explain fully.

2. Name the classes into which the winds are generally divided, and describe the monsoons, and Etesian winds.

3. Write a brief description of the Caspian Sea, touching on all its peculiar or interesting features.

4. Name the thirteen original United States.

5. State the situation of the following cities, and mention some remarkable person, or event connected with each:—

Orleans.	Pultawa.	Utrecht.
Belgrade.	Leipsic.	Aix-la-Chapelle.

History.—1. History and chronology, though intimately connected, yet suggest different trains of investigation. Explain.

2. Mention the circumstances that led to the destruction of Babylon, and show how the Jews were affected by it.

3. Give a brief sketch of the history of Spain, from the breaking up of the Roman Empire.

4. State when, and by whom, the following battles were fought, and the results that followed from them respectively:—*Salamis, Arbela, Actium.*

Money Matters.—1. In what way does the corn-dealer benefit the public? Show that his dealings are not the cause of scarcity, as generally supposed.

2. Can endowments of any kind, in *any sense*, be reckoned a burden on individuals? Explain your answer.

3. It is believed by some, that machinery, in proportion to its improvement, tends to lower the rate of wages. Show that this is a fallacy.

Reasoning.—1. Write out the general rules of syllogisms, and the *axioms* from which these rules are derived.

2. Name all the conclusions that can be drawn in the third figure, and state why the minor must be affirmative.

3. What is a dilemma? Give an example.

4. Name the addition which is necessary to be made, in order that the "*dictum*" may strictly apply to the form of argumentation termed a Sorites.

Lesson Books.—1. Specify *four* useful purposes to which the pith of certain plants and trees is applied.

2. Name (*a*) the different kinds of *lime* mentioned in the lesson on "*Stones and Earths*" in the Fourth Book; and (*b*) specify from the same lesson three useful purposes to which lime is applied; (*c*) state also what *chalk* chiefly consists of, and what substance is found in beds of chalk.

3. Describe the natives of Australia as regards (*a*) their personal appearance, their dress, and their dwellings; (*b*) their habits, disposition, mode of life, and the position they occupy in the scale of human beings.

4. Name (*a*) the four great divisions of fossil animals, as given in the Fifth Book, and the several classes into which each is divided; and (*b*) show that fossils afford strong evidence of there having been formerly a very different state of the earth as regards climates, from that which exists at present.

5. As an exercise in *composition*, write out, *in your own words*, the substance of the lesson on the "*Microscope*," in the Fourth Book.

Arithmetic.—1. Explain the method by which interminate decimals may be reduced to common fractions. Find the least equivalent vulgar fraction to $\cdot 0084'97133'$.

2. What sum of money will amount to £1,250 in two years, at 4 per cent. compound interest?

3. Type metal consists of 76·6′ per cent. of lead, 18·4 per cent. of antimony, and 5 per cent. of tin; how much of each metal is there in 1·3 cwt. of printing types?

4. Three persons form a company, the first of whom contributes £5,216 10*s.*; the second £3,415 12*s.*; and the third, £4,640 14*s.*; at the end of a year they find they have made a net profit of £19$\frac{1}{8}$ per cent. on their united capital: what portion of it belongs to each of them?

5. A grocer mixes two parcels of sugar, in the proportion of 5 to 3$\frac{1}{3}$;

Appendix O.

Questions proposed at the Examinations.

Male Teachers.

the first or better sort is worth £2 16*s.* 6*d.* per cwt.; the second or inferior kind, is worth £2 1*s.* per cwt. At what rate per lb. must he sell the mixture so as to gain a profit of £13⅓ per cwt.?

Algebra.—1. State how powers, with negative indices, usually arise; of what quantity is such a power the reciprocal? Prove your answer.

2. Multiply $\frac{a^3-a^2x}{a^3+x^2}$ by $\frac{2a+2x}{a-x}$, bringing out the result in the simplest form.

3. A station-master finding all the carriages of a train full, and having 20 passengers more to accommodate, increases the number of carriages by one-third; he then finds that he has 30 seats to spare; how many passengers travelled by the train?

4. Find the values of the unknown quantities in the following equations:—

(1.) $\frac{2x-3y}{2}+x-1=1.$

$\frac{6x+5y}{3}-x-1=0.$

(2). $ax=by$

$x+y=c.$

5. Find a number in the decimal notation, expressed by three digits whose sum is 15, the first digit being greater by 2 than the last; and if the number be diminished by 198, the digits will be reversed.

Geometry and Mensuration.—1. Describe the theodolite, and explain its several uses. State fully and illustrate by plans how a survey may be made of an estate, in three different ways, by the use of this instrument.

2. In the continuation of a given straight line, it is required to find a point such that the rectangle contained by the given line, and the segment between one of its extremities and the required point may be equal to the square of the segment between the other extremity and the same point?

3. State how, from knowing the sides of a parallelogram and one of the diagonals, the other can be determined; demonstrate the principle upon which this depends.

4. Given (1) the sum and (2) the difference of the perpendicular, and one side of an equilateral triangle, to construct it.

5. State the several pitches common in roofing, describing each, and find the cost of a roof at 11*s.* 4½*d.* per square, the length within the walls being 50 feet 9 inches, and the breadth 22 feet 3 inches, roof a true pitch.

Natural Philosophy.—1. In the screw the length of the lever is 40 inches, and the distance between the threads half-an-inch, and the weight to be raised 800 lbs.; required the power?

2. When a railway is perfectly horizontal, how many pounds will draw one ton upon it; and how many pounds will be added to the force of traction for every seven feet per mile of ascent?

3. Owing to what principle may ice be formed in a vessel intensely hot? and describe the process, as given in the Board's treatise.

4. Describe the steam-engine invented by Savary, and that improved by Newcomen; and the defects of both.

5. Mention the gases which have been reduced to a solid state, and the means adopted to produce these effects.

Book-keeping.—1. Explain, as you would to a class about to commence the "Sixth Set," the nature of transactions by bills, and how such transactions are recorded in the ledger.

2. State fully for what stock is debited and for what credited, in opening a new set of books.

3. In the explanation given of the mode of keeping a "cash-book," what mode is recommended for balancing, and how are the entries transferred to the ledger?

4. In the following cases what are the entries, and why?—

(1.) An inventory taken of the cash on hands, goods, debts owing to me, and debts owing by me.

(2.) When my debtor compounds with me, and I receive part of my debt for the whole.

C.

Grammar.—1. Parse the words in italics in the following sentence:—"As for me, all *must acknowledge that I have performed my part* towards my friends and foes."

2. What does Horne Tooke call the adverb? Explain his meaning.

3. Specify three cases in which the present tense may be used for the past.

4. Write out the several persons in both numbers of the prior perfect tense, potential mood, passive voice, of the verb "to bereave."

5. Give the derivation of the following words, stating in each case the language to which the root belongs, *amphibious*, *effrontery*, *elbow*, *propagate*, *planet*, and *sloven*.

Geography.—1. Explain fully the causes of eclipses of the sun and moon, and say why it is that we have not an eclipse of each every month.

2. Explain the difference between the "*basin*" and the "*bed*" of a river, and name the longest river in each of the continents.

3. State accurately how the magnitude of the earth has been ascertained.

4. Write out in a tabular form, such as is given in the geography used in your school, the provinces of Prussia, and the chief town of each.

5. Say where the following rivers enter the sea, and mark two of the principal towns or cities on each:—*Nore*, *Bandon*, *Slaney*, *Boyne*, *Bann*, and *Derg*.

Money Matters.—1. What are the causes of high and low rents?

2. State the evils which arise (1) when the rate of wages is fixed too high for *ordinary* labourers, and (2) when fixed too low for the *best* labourers.

3. What proportion does the amount of labour bestowed upon a commodity *usually* bear to its value, and what mistaken conclusions has this led some persons into?

Lesson Books.—1. Mention briefly (*a*) the important points of the story entitled "*The Boy and his Bantam;*" and (*b*) how by means of them you would explain and illustrate to a second class the *moral* of the story.

2. Write out (*a*) the last two stanzas of the poem "*On Prayer*" in the Third Book, and (*b*) state the substance of the *caution* that is given to readers of that poem.

3. Name (*a*) the different families of *reptiles*, giving an example of each; and (*b*) state in what respects reptiles resemble fish, and in what respects they differ from them.

Appendix O.

Questions proposed at the Examinations.

4. State (*a*) how the southern countries of Europe differ from the central and from the northern countries of Europe as regards climate; (*b*) how the people in the south of Europe differ in appearance from those of the central and northern parts; and (*c*) in what respects the nations of Europe excel those of the other great divisions of the globe.

Male Teachers.

5. As an exercise in *composition* write out, *in your own words*, a brief narrative, embracing some of the incidents related in the lessons in the Third Book on the adventures of Mungo Park.

Arithmetic.—1. Set down in a fractional form the proportionals 1, 4, 3, 12, and prove from the properties of fractional quantities that the product of the means, 4×3, *must* equal the product of the extremes 1×12.

2. If 25 men can do a piece of work in 12 days, how many men will accomplish three times as much work in $\frac{1}{5}$th of that time?

3. If I gain $11\frac{3}{4}$ per cent. by selling sugar at $7\frac{1}{4}d.$ per lb., what do I gain or lose by selling it at $5\frac{3}{4}d.$ per lb.?

4. Determine the number of which $1{\cdot}875 \times 4{\cdot}5$ is the $\frac{3}{5}$ part.

5. Find the square root of $5{\cdot}23'$ to four places of decimals.

Mensuration.—1. Given any two sides of a right-angled triangle to find the third side. State the different cases which this problem may assume, and give *all* the rules for determining it.

2. How many feet of glazing in an elliptical fanlight, 14 feet 6 inches in length, and 4 feet 9 inches in breadth? State the principle upon which the calculation is made.

3. State the rule for determining the area of a trapezoid, and illustrate this rule as you would to a class unacquainted with Euclid's Elements.

4. Given the diagonal of a square field $225\frac{1}{2}$ yards; it is required to determine its area in statute acres. (The several subdenominations after acres to be regularly brought out).

5. Find the cost of paving a circular walk, the diameter of the enclosed space being 40 feet, and the breadth of the walk 6 feet, at 3*s.* 9*d.* per yard.

Book-keeping.—1. State the several transactions introduced in the "First Set" of the Board's Treatise on Book-keeping. What is this set intended to teach?

2. Why is it necessary in the example of the account which this set furnishes to add the balance to the creditor side?

3. What is the journal and what the ledger entry corresponding to the following entry in the Waste-Book—"Paid rent of warehouse for last month, £7 10*s.*?"

Female Teachers.

No. 2.—Female Teachers.

A[1].

Grammar.

1. It moves me more, perhaps, than folly ought,
When some green heads, as *void* of wit as *thought*,
Suppose themselves *monopolists* of sense,
And *wiser men's ability pretence*.

Write a paraphrase of the foregoing lines, and parse the words in italics.

2. Some grammarians assert that, except, perhaps, in one instance, there is no true subjunctive form in English: give their argument, and state the exception referred to.

3. Give, at least, two synonymes for each of the following words; and explain the different shades of meaning in the case of one set of them:—*forsake, deface, peevish.*

4. In the National School-books, long lists of Latin and Greek roots are given. Explain fully why there are not similar lists of Anglo-Saxon roots, from which the greater portion of the words of our present English are derived.

5. Give the derivations of the following words, stating, in each case, the language to which the root belongs, and adding one or two other derivations from the same roots:—*scissors, surgeon, festoon, captain, appraise,* and *angel.*

Geography.—1. State what nations of Africa and Australasia belong to the Ethiopic race, and enumerate the chief characteristics of this race.

2. Describe the atmosphere, giving its supposed height, and state some of its principal uses to man.

3. State where it is that the degrees of latitude are longest, and explain the inference that has been deduced from this inequality.

4. Give a brief description of the island of Madeira, touching on its position, physical features, and climate, and mentioning any circumstance of interest connected with it.

5. State where the following are situated, prefixing its geographical term to each:—*Acapulco, Galicia, Silistria, Poonah,* and *Costa Rica.*

Lesson Books.—1. As an exercise in *composition,* write out, *in your own words,* a sketch of the "*Festivals and Ordinances of the Israelites.*"

2. Explain the different causes which tend to limit the supply of different kinds of labour.

3. Mention the *order* of the mammalia to which each of the undermentioned animals belongs:—The *beaver,* the *opossum,* the *walrus,* the *porpoise,* the *monkey,* and the *giraffe.*

4. Mention the three parts of which the skin of animals consists, and state which of them is the seat of *colour,* and which the organ of *feeling.*

5. Besides the Israelites, several other nations, descended from Abraham, settled in Arabia and the neighbourhood of Palestine: state by what names they were known, and when they were brought into subjection to the Israelites.

Arithmetic.—1. Explain how the divisor 7,300 occurs in computing questions in simple interest at 5 per cent.

2. Four persons rent a pasture for £90; A puts in ten cattle, B seven, C three, and D four: how much should each person pay for his share?

3. To what number does $9\frac{1}{7}$ bear the same proportion that the $\frac{1}{3}$ of $12\frac{3}{7}$ bears to $1\frac{8}{21}$?

4. Find the value of 2,644,125 yards, at 18*s.* 9*d.* per yard.

5. If, with a capital of £40, I gain £12 in nine months, what sum will gain £14 in three months?

A².

Grammar.

1. *Hope!* let the *wretch,* once conscious of the joy
Whom new despairing agonies destroy,
Speak, for he can, and *none* so well as he,
What treasures *centre,* what *delights* in thee.

Write a paraphrase of the foregoing lines, and parse the words in italics.

2. Explain how the plural forms, *men, oxen,* and *children* are derived; and mention one or two other words in which a trace of the same form remains.

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

3. Give at least two synonymes for each of the following words; and explain the different shades of meaning in the case of any one set of them :—*owner, confess, wise.*

4. Classify the auxiliary verbs according to the part of the principal verb to which each is joined.

5. Give the derivations of the following words, stating, in each case, the language to which the root belongs, and adding one or two other derivations from the same root :—*leaven, frantic, quiver, philanthropy, militia,* and *veneer.*

Geography.—1. Name the nations of Europe and Asia that belong to the Mongolian race, and specify the chief characteristics of this race.

2. Describe the torrid zone as to its variations of temperature, winds, and seasons; and mention some portions of it where rain never falls.

3. The ecliptic has been divided in two ways: name them and state the object of each.

4. Give a brief description of the Japan islands, touching on their physical features, form of government, and state of commerce; and mentioning any circumstance of interest connected with them.

5. State where the following are situated, prefixing its geographical term to each :—*Point de Galle, Funchal, Groningen, Arcadia,* and *Orontes.*

Lesson Books.—1. As an exercise in *composition,* write out, *in your own words,* a sketch of the history of the Israelites, from the establishment of the monarchy till the death of David.

2. Show that a rich man, no matter how selfish and ungenerous he may be, can hardly avoid employing his wealth in such a manner as will benefit his fellow-men.

3. Mention the *order* of birds to which each of the following belongs :—the *raven,* the *pheasant,* the *snipe,* the *owl,* the *sea-gull,* and the *ostrich.*

4. Distinguish the five principal varieties of colour in the human species, and state what all these varieties of colour depend upon.

5. When did the Jewish monarchy reach its highest elevation? State the promise made to Abraham which was *then* fulfilled.

Arithmetic.—1. Give Thompson's short rule for dividing pounds, shillings, and pence by 100, and explain the principle upon which it depends.

2. If the interest of £250 in 4·5 years is £39·45, what is the rate per cent.?

3. If 14 lbs. of coffee be worth 7 lbs. of tea, and 20 lbs. of sugar be worth 6 lbs. of coffee, how much tea should I have for 50 lbs. of sugar?

4. Find a fourth proportional to $\frac{7}{8} : 2\frac{2}{3} :: \frac{1}{5}$.

5. A trader, by disposing of goods for £182, makes a profit of £9 per cent.: what should they have been sold for in order to realize a profit of £16 10*s.* per cent.?

A[3].

Grammar.

1. *No* blinder bigot, I maintain it still,
Than *he* who *must have* pleasure, *come what will;*
He laughs, whatever weapon truth *may draw,*
And deems her sharp *artillery mere straw.*

Write a paraphrase of the foregoing lines, and parse the words in italics.

2. Explain how the possessive form of nouns has been obtained, and show that the common idea on the subject is erroneous.

3. Give, at least, two synonymes for each of the following words; and explain the different shades of meaning in the case of any one set of them :—*fatigue, resign, valuable.*

4. To what other part of the verb may the imperative mood be reduced? Give an example.

5. Give the derivations of the following words, stating in each case, the language to which the root belongs, and adding one or two other derivations from the same roots:—*renegade, baptize, palsy, frail, besiege, stratagem.*

Geography.—1. Name the nations or peoples of the Malay race, and give the chief characteristics of this race.

2. Name the three classes into which clouds have been divided, and describe each class.

3. Explain fully how the latitude of a place may be obtained by an observation of the sun.

4. Give a brief description of the Bermuda Islands, touching on their position, physical features, and climate; and mentioning any circumstance of interest connected with them.

5. State where the following places are situated, prefixing its geographical term to each:—*Rangoon, Pomerania, Bergen, Port Mahon,* and *Ticino.*

Lesson Books.—1. As an exercise in *composition,* write out, *in your own words,* a brief sketch of the history of Moses.

2. Show that it is not true that, if rents were lowered, labourers would be better paid.

3. Explain the process by which the patterns are printed on oil-cloth.

4. Give three examples of fish whose bones are entirely composed of cartilage.

5. Name in order the first five kings of the kingdom of *Judah,* as distinguished from that of Israel, and give a brief sketch of the reign of the fifth.

Arithmetic.—1. Explain why it is that, in many calculations in practice, instead of multiplying the quantity by the price, it is better to multiply the price by the quantity: illustrate your answer by an example.

2. At what rate per cent., simple interest, will £842 amount to £1,049 10*s.* in six and a-half years?

3. Subtract ·775 of an English mile from ·9 of an Irish mile.

4. If a gentleman spend £52 10*s.* every month, what must be his daily income, assuming that at the end of thirteen years he has saved £19,030?

5. A stationer sells 2,196 reams of paper at 12*s.* 6*d.* per ream, by which he realizes a net profit of three-eighths of the selling price: what is his *total* gain on the transaction?

A[4].

Grammar.

1. A tale *should be* judicious, clear, *succinct;*
The language plain, *the incidents well linked:*
Tell not as new what everybody knows—
And, *new* or *old,* still *hasten* to a close.

Write a paraphrase of the foregoing lines and parse the words in italics.

2. Write out all the variations of form which the verb "to be" undergoes in inflection, and trace them to their origin.

3. Give at least two synonymes for each of the following words; and explain the different shades of meaning in the case of any one set of them: *excuse, empty, fluctuate.*

4. Write out three short original sentences, each of which shall contain a pair of correlative conjunctions.

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

5. Give the derivations of the following words, stating, in each case, the language to which the root belongs, and adding one or two other derivations from the same root :—*surfeit, anachronism, regale, cousin, demagogue, civil.*

Geography.—1. Name the nations of each continent that are of Caucasian descent, and specify some of the physical characteristics of this race.

2. Explain how dew and snow are produced, and mention their uses.

3. Describe the method of finding longitude at sea by means of the chronometer.

4. Give a brief description of the islands of New Zealand, touching on their physical features, climate, and inhabitants; and mentioning any circumstance of interest connected with them.

5. State where the following places are situated, prefixing its geographical term to each :—*Mobile, Tornea, Murcia, Liberia,* and *Savannah.*

Lesson Books.—1. As an exercise in *composition,* write out, *in your own words,* a brief sketch of the "Journeyings of the Israelites."

2. Show that high rents do not cause a high price of provisions.

3. State who the *Druses* are; and describe the curious head-dress which the women wear.

4. Explain how the structure of the spine of quadrupeds differs from that found in the serpent tribe; and state what object is attained by the peculiarity of structure in each case.

5. Who was Ahab? Give a brief sketch of his history.

Arithmetic.—1. *Multiplication is a compendious method of performing addition;* show that multiplication of proper fractions forms no exception to the definition, although the product of the several factors is less than any *one* of those factors.

2. If 50 lbs. of wool make 200 yards of cloth, 4 quarters wide, how much wool will make 150 yards of cloth, 6 quarters wide?

3. How many times is $\frac{1}{3}$ contained in $1{\cdot}25 \times {\cdot}03$?

4. In what time will £360 amount to £490 at 5 per cent. per annum, simple interest?

5. A merchant sells a quantity of tea for £425, by which he realizes a profit of 15 per cent.: required the cost price?

B[1].

Grammar.

1. Of all the causes *which* conspire to blind
Man's erring judgment and misguide his mind,
What the weak head with strongest bias rules,
Is pride, the *never-failing vice of fools.*

Parse the words in italics in the foregoing passage.

2. Explain why in interrogation and negation the emphatic form of the verb has almost entirely superseded the simple form.

3. What is the greatest number of changes of form which irregular verbs undergo in inflection? Give an example.

4. Correct any errors you may perceive in the following sentences, giving your reasons in each case:—

(*a.*) Professing regard and to act differently, mark a base mind.
(*b.*) He was made suffer many hardships.
(*c.*) The learning anything requires attention and perseverance.

5. Give the meanings and derivations of the following words, stating in each case to what language the root belongs:—*illegible, ineligible, posthumous, metamorphose, collusive, ephemeral.*

Geography.—1. The captain of a ship at sea observes at noon on the 21st December that the sun is vertical, and at the same time the hour by his chronometer is 4.15′, A.M.; state his latitude and longitude, taking care to specify the direction.

2. Explain how whirlpools are formed; and give a description of the Maelstrom.

3. Write out in a tabular form the provinces of Prussia, and the chief town of each.

4. Make out a list of the principal rivers of Africa, stating the direction in which each flows, and the sea or ocean into which it falls.

5. Describe as minutely as you can the situation of each of the following places:—*Amiens, Delhi, Salonica, Pompeii;* mentioning some remarkable person or event connected with each.

Lesson Books.—1. As an exercise in *composition,* write out *in your own words,* the substance of the lesson on "*China,*" in the Fourth Book.

2. Explain some of the uses of *mercury,* and state by what other name it is known, and in what form it is found in the earth.

3. (*a*) Specify the principal manufactures and exports of Denmark; and (*b*) state what is the character of the Danes and their government.

4. Write out a brief historical sketch of the reign of *Nebuchadnezzar.*

5. Describe the "*blow-pipe*" used by the natives of Guiana, and state how and for what purpose it is employed by them.

Arithmetic.—1. Write down and explain the rule by which fractions which have different denominators are changed to other equivalent fractions which have a common denominator.

2. A piece of cloth, $2\frac{1}{2}$ yards wide, cost £4 13*s.* 9*d.*, what must be paid for 10 yards of same quality of cloth, but only 5 quarters 2 nails wide?

3. Subtract ·05 of an English mile from ·5 of an Irish mile.

4. What principal being put to simple interest will amount to £471 18*s.* 6*d.* in $5\frac{1}{4}$ years at $3\frac{1}{2}$ per cent.?

5. Write out in a neat form the following account, and calculate the amount:—

A silver tea-service, weight 56 oz. 10 dwts. 12 grains, at 6*s.* 9*d.* per oz.
3 dozen forks, each fork weighing $2\frac{3}{4}$ oz., at 7*s.* 2*d.* per oz.
4 dozen spoons, weighing 52 oz. 4 dwts. 10 grains, at 7*s.* 6*d.* per oz.
12 table spoons, each weighing $5\frac{1}{4}$ oz., at 6*s.* 11. per oz.

B².

Grammar.

1. To Be, contents his natural desire,
He asks no angel's wings, *no seraph's fire,*
But thinks, *admitted* to that equal sky,
His faithful dog *shall bear him company.*

Parse the words in italics in the foregoing sentence.

2. State the grounds upon which some grammarians assert that the English language has only *one* mood and *two* tenses.

3. Explain what is meant by—

(*a.*) Nominative of address.
(*b.*) Nominative absolute.

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

4. Correct any errors you may observe in the following sentences, giving in each instance your reason for the correction :—

(*a.*) Can any person on their entrance into life be sure that they will not be deceived ?

(*b.*) He asked his father as well as his mother's advice.

(*c.*) It was a pleasure to have received his approbation.

5. Give the meanings and derivations of the following words, stating in each case the language to which the root belongs :—*regicide, degenerate, ethnology, cynical, ignominy, valedictory.*

Geography.—1. Explain what is meant by the orbit of the earth, and describe fully the causes to which its shape is due.

2. In what region of the world does the greatest quantity of rain fall ? Explain the cause.

3. Write out in a tabular form the north midland counties of England, with their chief towns.

4. Make out a list of the principal rivers of North America, stating the direction into which each flows, and the sea or ocean into which it falls.

5. Describe as minutely as you can the situation of each of the following places, and mention some remarkable person or event connected with each:—*Isle of Thanet, Caen, Ciudad Rodrigo,* and *Salamis.*

Lesson Books.—1. As an exercise in *composition*, write out, *in your own words*, the substance of the lesson, "*The North American Indians*," in the Fourth Book.

2. State in what substances *iron* is found in nature, and explain by what process iron is reduced into each of the three states in which it is employed.

3. State what is said in the Fourth Book of the manufactures, commerce, exports, minerals, and government of Sweden and Norway.

4. Write out a brief historical sketch of the reign of *Darius Hystaspes.*

5. Describe the method of printing called *stencilling.*

Arithmetic.—1. Show that every question in compound proportion may be resolved into as many questions in simple proportion as there are *pairs* of terms. Illustrate your answer by an example.

2. A merchant sells 269$\frac{3}{4}$ yards of satin, worth 15*s.* 8*d.* per yard, for which he receives £125 12*s.*, and a quantity of sugar weighing 76 cwt. 3 qrs. 20 lbs.; what was the value of the sugar per cwt. ?

3. Find in *grains* the difference between 1·2 lb. troy, and 1·5 lb. avoirdupois.

4. A principal is lent on 15th June, 1861, at 4$\frac{1}{4}$ per cent., simple interest ; what will be its value on the 23rd July, 1863 ?

5. Calculate and write out in a neat form the following account :—

3 sacks of flour, each weighing 2$\frac{1}{4}$ cwt., at 3*s.* 2*d.* per stone.
115 dozen of biscuits, at 4*s.* 2*d.* per gross.
409 loaves, at 4$\frac{3}{4}$*d.* each.
2$\frac{1}{4}$ lbs. sweetmeats, at 2$\frac{1}{2}$*d.* per oz.

B³.

Grammar.

1. Order is Heaven's first law, *and this confessed,*
Some are and *must be* greater than the rest;
More rich, more wise, but *who infers* from hence
That *such* are *happier*, *shocks* all common sense.

Parse the words in italics in the foregoing sentence.

2. Show that participles do not in themselves contain any notification of the time to which they refer.

3. Specify four uses of "*do*" as an auxiliary.

4. Correct any errors you may observe in the following sentences, giving your reason in each case :—

(*a.*) They lived conformable to the rules of prudence.
(*b.*) I cannot by no means permit you to do so.
(*c.*) The committee was divided in its opinions.

5. Give the meanings and derivations of the following words, stating in each case the language to which the root belongs :—*invulnerable, urbanity, epidemic, stereoscope, subterfuge, hereditary.*

Geography.—1. The captain of a ship at sea observes at noon on the 21st of June that the sun is vertical, and finds at the same time that the hour by his chronometer is 8.25 P.M., state his latitude and longitude, giving the direction of each.

2. Explain the two causes for the extreme cold of the frigid zones.

3. Write out in a tabular form the names of the countries in South America, with their capitals.

4. Make out a list of the principal rivers of Asia, stating the direction in which each flows, and the sea or ocean into which it falls.

5. Describe as minutely as you can the situation of each of the following places, and mention some remarkable person or event connected with each :—*Corunna, Youghal, Utrecht,* and *St. Salvador.*

Lesson Books.—1. As an exercise in *composition*, write out, *in your own words*, the substance of the lesson on "*Guiana,*" in the Fourth Book.

2. Explain what are the distinctive qualities of *copper;* state what its rust is called, and what use is made of the latter.

3. Give some account of the origin, character, manners, customs, and government of the Turks.

4. Write out a brief historical sketch of the reign of *Alexander the Great.*

5. Mention the uses to which the interior or cone of the horns of oxen is applied in the arts.

Arithmetic.—1. Write down and explain the rule for dividing vulgar fractions ; illustrate your answer by an example.

2. A merchant sells a quantity of tea for £420, by which he realizes a profit of 12 per cent. ; required the *prime* cost of the tea to the merchant.

3. The weight of a cubic inch of distilled water is 252·458 grains ; find the weight of the imperial gallon which contains 277·274 cubic inches.

4. What is the interest of £1,111 for 257 days at $3\frac{1}{8}$ per cent. ?

5. Write out in a neat form and calculate the amount of the following bill :—

$39\frac{1}{3}$ gross of needles, at $2\frac{1}{4}d.$ per dozen.
$15\frac{1}{4}$ lbs. of raw silk, at $3\frac{1}{4}d.$ per oz.
2,000 buttons, at $1\frac{1}{2}d.$ per dozen.
$15\frac{1}{2}$ packages of thread, at $3\frac{1}{2}d.$ each.

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

B⁴.

Grammar.

1. *Remember, man,* the universal cause
Acts not by partial but by general laws;
And *makes what happiness we justly call*
Subsist, not in the good of one but *all.*

Parse the words in italics in the foregoing sentence.

2. Specify all the inflections used in English to denote change of person or number; and state why in the compound tenses these are made in the auxiliary and not in the principal verb.

3. What is meant by the "accidents" of a part of speech? Specify those of the noun and verb.

4. Correct any errors you may observe in the following sentences, giving your reasons in each case.

(*a.*) Whom do you think it is?
(*b.*) Nothing but vain and foolish pursuits delight some people.
(*c.*) Though a liar speaks the truth, he will hardly be believed.

5. Give the meanings and derivations of the following words, stating in each case the language to which the root belongs:—*simultaneous, polyglot, irrelevant, paradox, compulsory,* and *peccadillo.*

Geography.—1. State the arguments by which the earth's revolution round the sun has been established.

2. Explain the difference between a climate and the mean temperature of a place; state which of them, as a general rule, varies with the latitude, and mention some of the causes which modify the other.

3. Write out in a tabular form the countries of Asia, with their capitals.

4. Describe the principal mountain ranges of England, naming one or two of the highest of each group.

5. Describe as minutely as you can the situation of each of the following places, and mention some remarkable person or event connected with each:—*Genoa, Pitcairn's Island, Lucknow,* and *Calmar.*

Lesson Books.—1. As an exercise in *composition,* write out *in your own words* the substance of what is said of *Arabia Deserta* and the *Arabs of the Desert* in the Lesson on "Arabia," in the Fourth Book.

2. State what *nitre* is also called, in what form it is found, and explain some of the uses to which it is applied.

3. Give some account of the personal appearance, character, dress, mode of life, religion, and manufactures of the *Hindoos.*

4. State who Mithridates was, and give some account of the origin and consequences of the war between him and the Romans.

Arithmetic.—1. How many quantities enter into questions of simple interest; which of them must be given that the rest may be found?

2. If I buy 100 yards of cloth at 3 yards for £1, and 100 yards more at 2 yards for £1, and then retail the whole at the rate of 5 yards for £2 10*s.*, whether do I gain or lose by the transaction, and how much?

3. Find the value of ·8765 of £1.

4. The annual expenses of a union workhouse, amounting to £4,800, are defrayed by three parishes, each contributing in proportion to the number of its inhabitants, which are 7,800, 6,200, 4,500, respectively; what must each parish pay towards the expenses.

5. Calculate and write out in a neat form the following account:—

$17\frac{3}{4}$ lbs. of tea, at 4*s.* 4*d.* per lb.
$2\frac{1}{4}$ cwt. of sugar, at $5\frac{1}{4}$*d.* per lb.
$15\frac{3}{4}$ lbs. of coffee, at 1*s.* 8*d.* per lb.
$6\frac{1}{5}$ lbs. of spices, at $4\frac{1}{4}$*d.* per oz.

C[1].

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

Grammar.—1. Parse the following sentence:—*The part which shoots downward is called the radicle, which descending into the earth becomes the future root.*

2. State fully—(*a*) what is meant by inflection; and (*b*) what parts of speech are inflected in English.

3. Why is gender distinguished in the pronoun of the third person only?

4. Give the derivation of the following words, and add at least two other derivatives from each of the same roots:—*coincide*, *secure*, *decimal*, and *programme*.

5. Give the definition of the *prior-perfect* (or pluperfect) tense, and write out in proper form the several persons of the *prior-perfect* (or pluperfect) passive of the verb "to forsake."

Geography.—1. Explain what is meant by "great" and "small" circles; and state to which class the tropic and polar circles belong.

2. Name three rivers subject to periodical floods; and state the causes which operate to produce these floods.

3. Enumerate the chief islands of the Mediterranean Sea; and state the country to which each belongs.

4. Name the mountains, headlands, and rivers of Leinster, and a town on each river.

5. Give the length and breadth of the Atlantic Ocean; and name the countries of Europe and America washed by its waters.

Lesson Books.—1. As an exercise in *composition*, write out *in your own words* the substance of the lesson on "*The Salmon*," in the Third Book.

2. Explain the four sources from which the Laplanders gain light during their long nights.

3. As regards Jacob: (*a*) Name his father, mother, brother, uncle, and wives; (*b*) state on what condition he obtained each of his wives, what interval of time elapsed between the two marriages, and how he became very rich in herds; (*c*) state also, how many children he had by each wife.

4. Explain what is meant by "*Compound Flowers*" and "*Papilionaceous Flowers*," and give examples of each.

5. (*a*) Describe the physical features of the island of Ceylon, and mention its most peculiar production. (*b*) State what its inhabitants are called, and explain what sort of people they are.

Arithmetic.—1. From thirty millions thirty-three thousand and thirteen, subtract fifty thousand five hundred and five—divide the remainder by eleven thousand and ten.

2. Find the price of 92 cwt. 0 qr. 17 lbs. of soap, at £1 16*s.* 10*d.* per cwt.

3. Write down and explain the rule in *mental* arithmetic by which the following and like questions may be readily computed: 112 articles, at $9\frac{1}{2}d.$ each.

4. What is the amount of income-tax on a rental of £2,580, at the rate of 7*d.* in the pound?

5. Write out in the form of a shop-bill the following account, and calculate its amount:—

Two loaves of refined sugar, each weighing $35\frac{1}{4}$ lbs., at 7*d.* per lb.
$3\frac{1}{4}$ lbs. of black pepper, at $1\frac{1}{2}d.$ per oz.
$19\frac{1}{2}$ lbs. of tea, at 3*s.* 6*d.* per lb.
$1\frac{1}{2}$ cwt. of cheese, at 11*d.* per lb.

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

C².

Grammar.—Parse the following sentence: *A gentleman who was anxious to assist his poor neighbour, tells us at how small a cost these rush-lights may be made.*

2. What is meant by "personification?" Give an example.

3. Name three verbs after which the sign of the infinitive mood is omitted, and state under what circumstances it will reappear, even when using these verbs.

4. Give the derivation of the following words and add at least two other derivatives from each of the same roots:—*dictate, mansion, zodiac, oracle.*

5. Give the definition of the "*present perfect,*" or as it is commonly called, "perfect" tense, and write out in proper forms the several persons of this tense potential passive of the verb "*to bite.*"

Geography.—1. Explain the cause of the change of the seasons.

2. Give the boundaries of the great plain of Europe, and mention its only elevations.

3. Name the mountains, headlands, islands, and rivers of Ulster, and a town on each river.

4. Name the middle countries of Europe, and state the parallels of latitude between which they lie.

5. Name the islands of Africa, and the position of each.

Lesson Books.—1. As an exercise in *composition,* write out *in your own words* the substance of the lesson on the "*Beaver.*"

2. Describe the three most interesting objects which would attract the notice of a traveller in the country of the Esquimeaux.

3. As regards Joseph: (*a*) Name his father, mother, his full brother, and his sons; (*b*) state the several reasons which made him an object of dislike to his step-brothers; (*c*) explain what his object was in causing the cup to be placed in Benjamin's sack.

4. Explain how the position of the stamens in the blossom of an unknown plant will enable you to tell whether the fruit of the plant will be poisonous or wholesome.

5. "The climate of Egypt has four distinct seasons." Describe them, and state what part of the year each corresponds to.

Arithmetic.—1. Multiply eighty-seven millions nine hundred and four thousand six hundred and fifty-three, by seven hundred thousand eight hundred and six; prove the work by division.

2. How many times will a pendulum vibrate in a year, assuming that it vibrates four times in five seconds?

3. Find a fourth proportional to 588 : 49 :: 6012.

4. How many yards of cambric, at 4*s.* 5*d.* per yard, will be equal in value to 342 yards of linen, at 1*s.* 4½*d.* per yard?

5. Write out in a neat form, and calculate the amount of the following bill:—

29½ yards of lace, at 9*s.* 10*d.* per yard; 132 yards of muslin, at 1*s* 3½*d.* per yard; 25½ dozen napkins, at 4*s.* 6*d.* per *half* dozen; 218 pairs of kid gloves, at £1 10*s.* per dozen pair.

C³.

Grammar.—1. Parse the following sentence:—*Beasts of prey would in vain be provided with claws to seize, if they had not sagacity to direct them how to take their prey.*

Appendix O.

Questions proposed at the Examinations.

Female Teachers.

2. Give the derivations of the words "vowel" and "consonant," and say why they are so called.

3. Write out the rule for the concord of verbs with the distributive pronouns.

4. Give the derivations of the following words, and add at least two other derivatives from each of the same roots:—*design, summit, problem, dispute.*

5. Give the definition of the "second future" tense, and write out in proper form, the several persons of the second future passive of the verb "to smite."

Geography.—1. Suppose that the axis of the earth were perpendicular to the plane of its orbit, what would be the result?

2. State the four provinces into which Palestine was divided by the Romans.

3. Enumerate all the rivers flowing into the Mediterranean Sea, or any of its branches, and a town or city on each river.

4. Name the mountains, headlands, islands, and rivers of Connaught, and the counties washed by the Shannon.

5. Give the length and breadth of the Pacific Ocean, and name the countries in Asia and America washed by its waters.

Lesson Books.—1. As an exercise in *composition*, write out *in your own words* the substance of the lesson on "*The Burning Forest.*"

2. State what material pins are made of, and explain how the wire is prepared for pin-making.

3. As regards Abraham: (*a*) Name his father, nephew, brother, wives, and his two eldest sons; (*b*) state how many children each of these two sons had; and (*c*) state, also, the three promises made by God to Abraham; and explain how each of them was afterwards fulfilled.

4. Illustrate the "uses of flowers to man."

5. Give some account of the vegetable productions of South America, from the lesson on "*South America,*" in the Fourth Book.

Arithmetic.—1. What number, divided by ninety-one thousand nine hundred and ten, will give as quotient twelve thousand and twelve?

2. A person's *daily* income is £2 5*s.*, and his quarterly expenditure £142; how much will he have saved at the end of ten years and three months?

3. Find a fourth proportional to £5 10*s.* 0*d.* : £2 10*s.* 0*d.* :: 2,690.

4. Calculate the value of 29 barrels of potash, each weighing 1 cwt. 2 qrs. 17 lbs., at £1 17*s.* 9*d.* per cwt.

5. Write down in a neat form the following bill, and calculate its amount:—18$\frac{1}{4}$ lbs. of butter, at 9*d.* per lb.; 19$\frac{1}{4}$ cwt. of potatoes, at 8*d.* per stone; 6 hams, each weighing 17$\frac{1}{4}$ lbs., at 10*d.* per lb.; 29 dozen of eggs, at $\frac{3}{4}$*d.* per *couple.*

C[4].

Grammar.—1. Parse the following sentence:—*There are some classes of animals which we are accustomed to call insects, but which do not undergo these curious changes.*

2. State the different classes into which the consonants are divided according to the organs of speech, and name those under each class.

3. Name the emphatic pronouns, and say when they are called reflective.

Appendix O.

Questions proposed at the Examinations.

4. Give the derivations of the following words, and add at least two other derivatives from each of the same roots :—*pasture, concourse, critic,* and *sacred.*

5. Give the definition of the "past tense," and state by what other name it is known.

Female Teachers.

Geography.—1. Explain why the days with us are longer in summer than in winter.

2. Mention all the circumstances that depend upon the direction and composition of the hills of a country.

3. Name the mountains, headlands, islands, and rivers of Munster, and a town on each river.

4. Enumerate some of the principal mountains of Asia, and describe their position.

5. Make out a list of the straits of Europe, and name the waters they connect.

Lesson Books.—1. As an exercise in *composition,* write out *in your own words* the substance of the lesson entitled "*The Liar Reclaimed.*"

2. Explain how wild elephants are captured and tamed.

3. As regards Rebecca : (*a*) Name her father, grandfather, grandmother, brother, and husband ; (*b*) state which of her two sons was her favourite ; and explain by what contrivance she procured for him his father's blessing.

4. Some plants have their hours for opening and shutting their blossoms. Illustrate this fact.

5. Describe the native inhabitants of New Zealand.

Arithmetic.—1. There are two numbers, the greater of which is four millions four thousand and forty, and their difference three millions nine hundred and ninety-eight thousand and thirty-four ; required their sum.

2. A trader gains £60 by the sale of 470 yards of satin, which he bought at 14*s.* per yard ; at what price per yard did he sell it ?

3. How many times is £29 16*s.* $0\frac{3}{4}$*d.* contained in £90,192 15*s.* 8*d.*

4. Find a fourth proportional to the three following terms : 80634 : 906 :: 9879.

5. Write out the following bill, and calculate its amount :— $114\frac{1}{4}$ yards of sheeting, at $8\frac{1}{2}$*d.* per yard ; 12 pieces of linen, *each* $42\frac{1}{2}$ yards long, at 1*s.* 5*d.* per yard ; 93 dozen pairs of socks, at 3*s.* 9*d.* per *half* dozen pair ; 408 dozen collars, at 4*s.* 9*d.* per dozen.

Paid Monitors.

Paid Monitors.

First and Second Years.

Grammar.—1. Parse the following sentence :—"Many things which boys and girls like to have can be bought with a penny."

2. What are pronominal adjectives usually called ? Name the four classes into which they are divided.

3. Refer the following words to their respective roots, and name the language to which each belongs :—*Management, polemical, neighbour.*

4. Explain how the *passive* voice is formed ; and write out the three persons, singular and plural, of the verb "to make," in the indicative mood, perfect tense, and passive voice.

5. "Between him and I there exists the best possible feelings." Point out any errors you may find in the above sentence, and refer each to the proper rule of syntax.

Geography.—1. Explain fully what is meant by each of the following terms—"promontory," "sound," "estuary," "steppe," "basin," "delta;" and apply them respectively in at least one instance.

2. Give the boundaries of Turkey, and name three of its chief towns.

3. Describe the position of each of the following places, and mention some circumstance of interest connected with it:—Gibraltar, Elba, Sebastopol, Delhi.

4. Mention the principal tributaries of the Mississippi, and add the names of three cities built on it.

5. Name the principal bays along the western coast of Ireland.

Lesson Books.—1. Explain, from Sequel No. 2, the simple principle on which the pump is constructed.

2. Name two species of Marsupial Animals, and the countries in which they are respectively found. State in what respects they differ from the other animals of the same class.

3. Show how the useful maxim, "Try Again," may be abused.

4. Write out the two last stanzas of the poem headed, "The Gleaner."

5. Explain the different means employed for extracting salt from sea-water.

Arithmetic.—1. Divide the sum of the following quantities by $7\frac{1}{8}$, and prove by multiplication the accuracy of the work—

oz.	*dwts.*	*grs.*
5	17	18
16	14	21
106	19	7

2. Add together the $\frac{5}{8}$ of a guinea, $\frac{3}{5}$ of a crown, and $\frac{2}{3}$ of a shilling, and reduce their sum to the decimal of a pound.

3. Calculate the number of perches in a square mile (Irish).

4. If a tradesman gains 1*s.* 6*d.* on an article which he sells for 7*s.*, how much does he gain on every £100 he receives?

5. Find by Practice the price of $17\frac{7}{8}$ yards of cloth, at 7*s.* 9*d.* per yard.

Third and Fourth Years.

Grammar.—1. *Our greatest blessings being common to all, it is not until they are withdrawn that people are apt to think much about them.* Parse the above sentence.

2. Mention the three cases where participles may be regarded as adjectives.

3. When are *who* and *whom* used in reference to inferior animals?

4. Refer the following words to their respective roots, and mention the language to which each belongs:—Adhesive, month, physical, friend, action.

5. Correct any errors you may discover in the following sentences, and mention the rule of Syntax violated in each case:—

If art become apparent it disgusts the reader.
He appeared to me to have been a man of letters.
He has began in good earnest.

Geography.—1. *Gulf-stream.*—Describe its course, and explain its influence on the climate of the western part of Europe.

2. Explain the terms latitude and longitude; stating how they are measured, and showing how the latitude of a place may be found by day.

3. Describe the most striking features in the physical geography of

Appendix O.

Questions proposed at the Examinations.

Ireland; mentioning particularly the position of at least three of its principal lakes, and the situation and course of three of its largest rivers.

4. From what countries are the following articles imported in the greatest abundance:—Corn, sugar, indigo, rice, timber?

5. Descending the Rhine from its source to the North Sea, mention the states through which it flows, and the chief places of interest on its banks.

Paid Monitors.

Lesson Books.—Give, from the Third Book of Lessons, a brief description of the Date Palm.

2. "*No; a curse is on the soil.*" Finish this stanza, and explain what is alluded to in the last line of it.

3. *Classification of Animals.*—Give a general view of the plan pursued by Naturalists, as it is given in the Fourth Book of Lessons.

4. Give a short description of the Tyrol.

5. Why is the *Animal Kingdom* placed last in the order of the "Three Kingdoms in Nature?"

Arithmetic.—1. If a person can perform a piece of work in 18 days of $9\frac{1}{2}$ hours each, in how many days of $10\frac{1}{4}$ hours each, can three persons perform four times that work?

2. How many yards of carpet, 4·8 feet broad, will cover a floor that is 27·3 feet long, and 20·14 feet broad?

3. Explain the difference between interest and discount, and find the present value of £175, due 2 years hence, at 5 'per cent.'

4. At what rate per cent. will £666 13*s.* 4*d.* amount to £942 9*s.* $5\frac{1}{2}$*d.* in 7 years at simple interest?

5. Divide 91·4 by 27030·3 to 4 places of decimals.

Geometry and Algebra.—1. Find the whole surface of a room 22 feet 5 inches long, 18 feet 4 inches wide, and 11 feet 8 inches high.

2. Given the diagonal of a square to construct it.

3. If the base of a triangle be 70, and the other sides 45 and 35, what will be the length of the straight line drawn from the vertical angle to the point of bisection of the base?

4. Find the values of x and y in the following equation:—

$$\sqrt{(x^2+2y-1)}-1=x$$
$$\sqrt{(y^2+3x)}-1=y$$

5. Divide 11 into two parts, such that the sum of twice the first and half the second may be 16.

Paid Monitresses.

Paid Monitresses.

First and Second Years.

Grammar.—1. Parse the following sentence:—"He can run with very great swiftness, has legs of great power, and is taller than a man."

2. Enumerate the different kinds of nouns, as given in the Board's Grammar, with an example of each kind.

3. Name the distributive pronouns, and say why they are so called.

4. Explain, and illustrate by examples, what is meant by "regular," "irregular," and "defective" verbs.

5. Write down in pairs the following words, and those pronounced exactly like them, giving the meanings of all:—*gage*, *cask*, *horde*, and *room*.

Questions proposed at the Examinations.

Paid Monitresses

Geography.—1. State the two causes which render our summer warmer than our spring; and say at which season we are nearer the sun.

2. State the only two ways in which the phenomena of day and night can be accounted for, and give the arguments by which the true cause is established.

3. Describe the position of the following islands:—*Madeira, Teneriffe, St. Thomas* (2), and *Bourbon.*

4. Enumerate the gulfs and straits belonging to the Mediterranean Sea, describing the position of each.

5. Make out a list of the lakes of Ireland, stating the situation of each.

Lesson Books.—1. On what occasion was it said, that Moses was very meek above all the men that were on the face of the earth? State the circumstances fully.

2. Write out the first three stanzas of the verses supposed to have been written by Alexander Selkirk.

3. Give some account of "glaciers" and "avalanches."

4. Name some of the vegetable matters employed for clothing, and give a brief description of each.

5. Enumerate four special dangers to which travellers in a desert are exposed.

Arithmetic.—1. Find the difference between three hundred and five thousand nine hundred and nineteen, and seventeen millions six thousand and eighteen; and write out the answer in words.

2. Multiply 674087 by 125, by the shortest method.

3. Write out the aliquot parts of a pound sterling, and of a hundred weight.

4. Calculate the rent of a farm containing 87A. 1R. 16P., at £2 6*s.* 8*d.* per acre.

5. Make up the following account in proper form:—James Murray bought of John Reeves—

$137\frac{1}{2}$ yards Bengal stripe, at $5\frac{3}{4}d.$ per yard.
$4\frac{1}{4}$ doz. reels of thread, at $\frac{3}{4}d.$ each reel.
$1\frac{1}{2}$ gross of needles, at $2\frac{1}{2}d.$ per gross.
5 pieces of tape, each $17\frac{1}{2}$ yards, at $1\frac{1}{4}d.$ per yard.

Third and Fourth Years.

Grammar.—1. Parse the following sentence:—"To renew the search that night would have been equally dangerous and fruitless."

2. Write out a list of the possessive pronouns, and state in what essential respect they differ from the possessive cases of the corresponding personal pronouns.

3. What class of verbs do not admit of the progressive form of conjugation? Give a few examples.

4. Correct the following sentences, giving in each case the reason for the correction:—

(*a*). Time and tide waits for no man.
(*b*). Perhaps it was them that did it.

5. Give the roots, prefixes, and affixes in the following words, and name the rule for spelling that applies to each—*dissatisfy, receivable, committee.*

Geography.—1. Europe lies between 9° 30′ west long. and 60° 15′ east long.:—what is the hour at the extreme east when it is 1^h 20′ at the extreme west? Explain briefly how you obtained your answer.

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Questions proposed at the Examinations.

Paid Monitresses

2. Explain what is meant by isothermal lines; and state by what practical criterion their direction has been determined.

3. State the names of the principal countries from which the following articles of commerce are imported to the United Kingdom:—*Corn*, *timber*, *furs*, *silk*, and *spices*.

4. Give the three names by which the Holy Land was known at different periods; and state the derivation of each name.

5. Name in order the English counties of the seaboard between the mouths of the Severn and the Thames; and the principal seaports.

Lesson Books.—1. Write out, in your own language, a brief account of the closing scenes of Moses' life.

2. Describe the climate and seasons of England.

3. What is the sound of a fish, and what is made from it?

4. Describe the Arabs' mode of milking their ewes, and making butter.

5. Explain "how the waters of the sea are preserved in all their freshness, and how their waste is repaired."

Arithmetic.—1. Which is greater, $\frac{3}{5}$ of an Irish mile, or $\frac{3}{4}$ of an English mile? Express the difference in inches.

2. Divide 143949 by 225, by the shortest method. Explain the reason of the process.

3. At what price per yard must silk, which was bought at 4*s.* 10*d.* per yard, be sold so as to gain 15 per cent.

4. (*a*). Write out and explain the reason of the rule in Practice for calculating the prices of cwts., qrs., and lbs.

(*b*). Find the cost of 27 cwt. 3 qrs. 17$\frac{1}{2}$ lbs., at £3 13*s.* 9*d.* per cwt.

5. Required the interest of £477 13*s.* 10*d.* for 259 days, at 4$\frac{1}{4}$ per cent.

APPENDIX P.

National School Districts of Ireland, with their Official Centres; also the Area of each, and portions of Country comprised therein.

No. 1.—Letterkenny District.

Area in square miles 690

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Boylagh (part of)	Lettermacward, Templecrone.
	Kilmacrenan	All the parishes in barony.
	Raphoe (part of)	Convoy, Conwal (part of), Leck (including its detached portion), Raymoghy.

No. 2.—Londonderry District.

Area in square miles 432

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal	Inishowen	All the parishes in barony.
	Raphoe (part of)	Allsaints, Killea.
Londonderry	Londonderry, N.W. Liberties of,	All the parishes.
	Tirkeeran (part of)	Clondermot, Cumber Lower,* Faughanvale.

No. 3.—Coleraine District.

Area in square miles 339

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Cary, Dunluce, Lower	All the parishes in these baronies.
	Dunluce, Up. (pt. of)	Armoy (part of), Ballymoney (part of), Kilraghts, Kildollagh (part of).
Londonderry	Coleraine (part of)	Aghadowey, Agivey, Dunboe, Killowen, Macosquin.
	Coleraine, N.E. Liberties of	All the parishes.
	Keenaght (part of)	Magilligan.

No. 4.—Ballymena District.

Area in square miles 381

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim	Antrim, Lr. (part of)	Ahoghill (part of), Ballyclug, Connor (the portion of this parish situated north of the Kells River),† Racavan, Skerry.
	Dunluce, Up. (pt. of)	Killagan (part of), Loughguile (part of).
	Glenarm, Lower, Kilconway, Toome, Lower	All the parishes in these baronies.
	Toome, Up. (part of)	Ahoghill (part of).

* Except the detached Townland of Teenaght in District 7.

† The following are the Townlands in the Parish of Connor belonging to this District:—Appletee, Ballee, Ballycowan, Carnaghts, Crevillyvalley, Cromkill, Kilgad, Lisnawhiggel, Slaght, Tawnybrack, Tullaghgarley. The remainder of the Parish is in District 5.

No. 5.—Antrim District.

Area in square miles 306

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim . .	Antrim, Lr. (part of)	Connor (the portion of this parish situated south of he Kells River),* Glenwhirry.
	Antrim, Upper .	All the parishes in barony.
	Belfast, Lr. (part of)	Ballynure, Ballylinny, Glynn, Inver, Island Magee, Raloo, Templecorran.
	Belfast, Up. (part of)	Ballymartin, Templepatrick (part of).†
	Glenarm, Upper .	All the parishes in barony.
	Massereene, Lower (part of) . .	Muckamore Grange.
	Toome, Up. (part of)	Antrim (part of), Ballyscullion (part of), Ballyscullion Grange, Cranfield, Duneane, Drummaul, Shilvodan Grange.

No. 6.—Strabane District.

Area in square miles 609

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal . .	Raphoe (part of) .	Clonleigh, Donaghmore, Kilteevoge, Raphoe, Stranorlar, Taughboyne, Urney (part of).
Tyrone . .	Omagh (part of) .	Skirts of Urney and Ardstraw, Termonamongan.
	Strabane (part of) .	Ardstraw, Bodoney Upper (part of),‡ Bodoney Lower Camus, Donaghedy, Leckpatrick, Urney.

No. 7.—Maghera District.

Area in square miles 606

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Londonderry .	Coleraine (part of) .	Desertoghill, Errigal, Kilrea (part of), Tamlaght O'Crilly (part of).
	Keenaght (part of) .	Aghanloo, Balteagh, Bovevagh, Banagher (part of), Drumachose, Dungiven, Tamlaght Finlagan.
	Loughinsholin . .	All the parishes in barony.
	Tirkeeran (part of) .	Banagher (part of), Cumber Upper (part of), Cumber Lower (detached part).§
Tyrone . .	Strabane (part of) .	Bodoney Upper (part of),‖ Cumber Upper (part of).

* The following are the Townlands in the Parish of Connor belonging to this District:—Artnagullian, Ballymuckvea, Barnish, Carncome, Carnearny, Castlegore, Connor, Fernisky, Forthill, Kells, Kildrum, Lislunnan, Maxwellswalls, Ross, Scolboa, Tardree, Tullynamullan, Whappstown. The remainder of the Parish is in District 4.

† The following are the Townlands in the Parish of Templepatrick belonging to this District:—Ballycushan, Ballynalough, Cloghanduff, Kilmakee, Rickamore, Straidballymorris, Templepatrick. The remainder of the Parish is in District 8.

‡ The following are the Townlands in the Parish of Bodoney Upper belonging to this District:—Aghalane, Ballynasollus, Barnes Lower, Barnes Upper, Bradkeel, Carnargan, Castledamph, Corickmore, Craigatuke, Crackaclady, Derbrough, Drumnaspar Upper, Drumnaspar Lower, Eden Back, Eden Fore, Eden Mill, Glashygolgan, Glencoppogagh, Glenga, Glenroan, Landahussy Lower, Landahussy Upper, Learden Lower, Learden Upper, Letterbrat, Lislea North, Lislea South, Lisnacreaght, Meenacrane, Meenagarragh, Meenagorp, Tullagherin, Tullynadall. The remainder of the Parish is in District 7.

§ This detached part is all comprehended in the Townland of Teenaght. The remainder of the Parish is in District 2.

‖ The following are the Townlands in the Parish of Bodoney Upper, belonging to this District:—Carrowoaghtragh, Clogherney Glebe, Corramore, Corratary, Garvagh, Glenchiel, Glenerin, Goles, Keadycam, Leaghs, Legcloghfin, Oughtboy, Oughtdoorish, Oughtmame, Oughtnamwella, Quiggy, Sawelabeg, Strahull. The remainder of the Parish is in District 6.

No. 8.—Belfast, North, District.

Area in square miles 193

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim . .	Belfast, Lr. (part of)	Carnmoney, Kilroot, Shankill (part of), Templepatrick (part of).
	Belfast, Up. (part of)	Shankill (part of),* Templepatrick (part of).†
	Carrickfergus, . .	All the parishes in barony.
	Massereene, Lr. (pt. of)	Killead.
	Massereene, Up. (pt. of)	Aghagallon, Aghalee, Ballinderry, Camlin, Derryaghy (part of), Glenavy, Maghergall, Tullyrusk.

No. 9.—Belfast, South, District.

Area in square miles 155

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Antrim . .	Belfast, Up. (part of)	Derryaghy (part of), Drumbeg (part of), Lambeg (part of), Shankill (part of).‡
	Massereene, Up. (pt. of)	Blaris (part of), Lambeg (part of), Magheramesk.
Armagh . .	O'Neilland, East .	All the parishes in barony.
Down . .	Castlereagh, Lower (part of) . .	Knockbreda (part of).
	Castlereagh, Upper (part of) . .	Blaris (part of), Drumbeg (part of), Drumbo, Knockbreda (part of), Lambeg (part of).
	Iveagh, Lr. (part of)	Blaris (part of), Hillsborough, Magheralin (part of), Moira, Shankill (part of).

No. 10.—Newtownards District.

Area in square miles 247

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Down . .	Ards . . .	All the parishes in barony.
	Castlereagh, Lower (part of) . .	Bangor (part of), Comber (part of), Dundonald, Holywood, Killinchy (part of), Kilmood, Newtownards (part of), Tullynakill.
	Castlereagh, Upper (part of) . .	Comber (part of), Killaney, Killinchy (part of), Killyleagh (part of), Saintfield.
	Dufferin . . .	All the parishes in barony.

No. 11.—Donegal District.

Area in square miles 621

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Donegal . .	Banagh . . .	All the parishes in barony.
	Boylagh . . .	Iniskeel (part of), Killybegs Lower (part of).
	Tirhugh . . .	All the parishes in barony.
Fermanagh .	Lurg (part of) . .	Belleek, Templecarn (part of).

* The following are the Townlands in the Parish of Shankill belonging to this District:—Altigarron, Ballyaghan, Ballygomartin, Ballymagarry, Ballysillan Lower, Ballysillan Upper, Divis, Edenderry, Greencastle, Lowwood, Oldpark, Skegoniel, Townparks. The remainder of the Parish is in District 9. Note.—All the schools in the town of Belfast, situated to the north of a line passing from the Long or Queen's Bridge through Anne-street, Corn-market, Castle-place, Castle-street, Mill-street, Fall's-road, belong to District 8. The schools situated to the south of this line belong to District 9.

† The following are the Townlands in the Parish of Templepatrick belonging to this District:—Ballyutoag, Grange of Umgall. The remainder of the Parish is in District 5.

‡ The following are the Townlands in the Parish of Shankill belonging to this District:—Ballycullo, Ballydownfine, Ballygammon, Ballymoney, Ballymurphy, Blackmountain, Dunmurry, Englishtown, Hannahstown, Malone Lower, Malone Upper, Tom of the Tae-End. The remainder of the Parish is in District 8. For line of division between the town portions of the Belfast Districts, see note *, above.

No. 12.—Sligo District.

Area in square miles 539

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Leitrim	Drumahaire (pt. of)	Cloonclare (part of), Cloonlogher, Drumlease, Inishmagrath, Killanummery, Killarga.
Sligo	Rossclogher	All the parishes in these baronies.
	Carbury	All the parishes in these baronies.
	Leyny (part of)	Ballysadare (part of), Killoran, Kilvarnet.
	Tireragh (part of)	Dromard, Skreen, Templeboy.
	Tirerrill (part of)	Ballysadare (part of), Ballysumaghan, Killery, Kilross.

No. 13.—Enniskillen District.

Area in square miles 482

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Fermanagh	Clanawley	All the parishes in barony.
	Clankelly (part of)	Galloon (part of).
	Lurg (part of)	Derryvullan (part of), Trory (part of).
	Magheraboy	All the parishes in these baronies.
	Magherastephana	All the parishes in these baronies.
	Tirkennedy	All the parishes in these baronies.
Tyrone	Clogher (part of)	Aghalurcher (part of), Clogher (*the village and townland of Fivemiletown*).*
	Omagh (part of)	Kilskeery.

No. 14.—Omagh District.

Area in square miles 308

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Fermanagh	Lurg (part of)	Drumkeeran, Magheraculmoney.
Tyrone	Clogher (part of)	Donacavey (part of).
	Omagh (part of)	Cappagh (part of), Clogherny, Donacavey (part of), Dromore, Drumragh, Longfield East, Longfield West.
	Strabane (part of)	Cappagh (part of), Termonmaguirk (part of).

No. 15.—Dungannon District.

Area in square miles 596

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Monaghan	Trough (part of)	Errigal Trough (part of).
Tyrone	Clogher (part of)	Clogher,† Errigal Keerogue, Errigal Trough (part of).
	Dungannon	All the parishes in barony.
	Omagh (part of)	Termonmaguirk (part of).

No. 16.—Armagh District.

Area in square miles 421

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Armagh	Armagh	All the parishes in these baronies.
	Fews, Lower, and detached portions	All the parishes in these baronies.
	Fews, Upper (part of)	Ballymyre, Lisnadill (part of), Newtownhamilton.
	Oneilland, West	All the parishes in barony.

* The remainder of this Parish belongs to District 15.
† Except the village and townland of Fivemiletown in District 13.

No. 16.—Armagh District—*continued.*

County.	Barony.	Parish.
Armagh—*con.*	Orior, Lower (pt. of)	Ballymore, Forkill (part of), Kilclooney (part of), Kilmore (part of), Loughgilly (part of).
	Orior, Upper (pt. of)	Loughgilly (part of).
	Tiranny	All the parishes in barony.
Down	Iveagh, Lr. (part of)	Aghaderg (part of), Donaghcloney, Magherally, Seapatrick (part of), Tullylish.
	Iveagh, Up. (part of)	Aghaderg (part of), Seapatrick (part of).

No. 17.—Downpatrick District.

Area in square miles 394

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Down	Castlereagh, Upper (part of)	Kilmore (part of).
	Iveagh, Lr. (part of)	Annahilt (part of), Dromara (part of), Dromore, Garvaghy (part of), Magheradrool (part of).
	Iveagh, Up. (part of)	Annaclone, Clonduff, Dromara (part of), Drumballyroney, Drumgath, Drumgooland, Garvaghy (part of), Kilcoo, Kilmegan (part of), Maghera.
	Kinelarty Lecale	All the parishes in these baronies.

No. 18.—Monaghan District.

Area in square miles 335

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Fermanagh	Clankelly (part of)	Clones (part of).
Monaghan	Cremorne (part of)	Ballybay (part of), Clontibret, Muckno, Tehallan (part of), Tullycorbet (part of).
	Dartree (part of)	Aghabog, Clones (part of), Ematris, Killeevan (part of).
	Monaghan	All the parishes in barony.
	Trough	Donagh.

No. 19.—Newry District.

Area in square miles 337

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Armagh	Fews, Upper (part of)	Creggan (part of).
	Orior, Upper (pt. of)	Forkill (part of), Jonesborough, Killevy (part of), Newry (part of).
	Orior, Lower (pt. of)	Killevy (part of).
Down	Iveagh, Up. (part of)	Clonallan, Donaghmore, Kilbroney, Warrenspoint.
	Mourne	All the parishes in barony.
	Newry, Lordship of	All the parishes.
Louth	Dundalk, Lower	All the parishes in barony.
	Dundalk, Up. (pt. of)	Creggan (part of), Faughart, Kane, Roche.

No. 20.—Ballina District.

Area in square miles 755

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Mayo	Erris (part of)	All the barony except the portion of the parish of Kilcommon, south of the Owenmore River (in District 26).
	Tirawley	All the parishes in barony.
Sligo	Tireragh (part of)	Castleconor, Easky, Kilglass, Kilmacshalgan, Kilmoremoy (part of).

No. 21.—Swineford District.

Area in square miles 682

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Mayo	Carra (part of)	Drum, Kildacommoge (part of), Manulla, Roslee, Touaghty, Turlough.
	Clanmorris (part of)	Balla.
	Costello (part of)	Aghamore, Castlemore, Kilbeagh, Kilcolman (part of), Kilmovee, Kilturra (part of), Knock (part of).
	Gallen	All the parishes in barony.
Roscommon	Frenchpark (part of)	Tibohine.
Sligo	Corran (part of)	Cloonoghill, Emlaghfad.
	Leyny (part of)	Achonry, Kilmacteige.

No. 22.—Boyle District.

Area in square miles 445

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Leitrim	Leitrim (part of)	Annaduff (part of), Kiltoghert, Mohill (part of).
Roscommon	Ballintober, North (part of)	Kilmore.
	Boyle	All the parishes in barony.
	Frenchpark (part of)	Creeve (part of), Kilcolagh, Kilmacumsy, Kilnamanagh.
	Roscommon (part of)	Aughrim, Clooncraff, Creeve (part of), Elphin (part of),* Shankill.
Sligo	Coolavin	All the parishes in barony.
	Corran (part of)	Drumrat, Kilmorgan, Kilshalvy, Kilturra (part of), Toomour.
	Tirerrill (part of)	Aghanagh, Ballynakill, Drumcolumb, Killadoon, Kilmacallan, Kilmactranny, Shancough, Tawnagh.

No. 23.—Cavan District.

Area in square miles 406

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Castlerahan (part of)	Castlerahan, Crosserlough (part of), Denn (part of), Lurgan (part of).†
	Clanmahon (part of)	Ballintemple, Ballymachugh, Crosserlough (part of), Denn (part of), Kilbride (part of), Kilmore (part of).
	Loughtee, Lr. (pt. of)	Annagh (part of), Drumlane, Urney (part of).
	Loughtee, Up. (pt. of)	Annagelliff, Castleterra, Crosserlough (part of), Denn (part of), Kilmore (part of), Laragh (part of), Lavey, Urney (part of).
	Tullygarvey	All the parishes in these baronies.
Fermanagh	Coole, and detached portion	
Meath	Fore (part of)	Killeagh.
Monaghan	Dartree (part of)	Currin (part of), Drummully (part of).
Westmeath	Fore (part of)	Foyran.

* The following are the Townlands in the Parish of Elphin belonging to this District:—Abbeycartron, Ardnagowna, Carrownurlar, Chanterland or Windmill Park, Deanery, Elphin, Emlagh. The remainder of the Parish is in District 27.

† The following are the Townlands in the Parish of Lurgan belonging to this District:—Aghacashel, Aghaloughan, Cleggan, Coppanagh Glebe, Coragh, Correagh Glebe, Curraghkeel, Curraghmore, Deerpark, Derryevin, Drumderg, Drumderg Glebe, Drumgora, Drummoney, Fintawan, Gallonnambraher, Keelagh Glebe, Lattoon, Lismeen, Lisnafana, Lurgan, Lurgan Glebe, Pollamalady. The remainder of the Parish is in District 24.

No. 24.—Bailieboro' District.

Area in square miles 443

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Castlerahan (part of)	Bailieboro' (part of), Killinkere (part of), Loughan or Castlekeeran (part of), Lurgan (part of),* Mullagh, Munterconnaught.
	Clankee	All the parishes in barony.
	Loughtee, Up. (pt. of)	Killinkere (part of).
Louth	Ardee (part of)	Charlestown, Clonkeen, Killanny (part of), Louth (part of), Philipstown, Tallanstown.
Meath	Fore (part of)	Kilbride (part of), Oldcastle.
	Kells, Lower	All the parishes in barony.
	Morgallion (part of)	Ardagh (part of), Enniskeen (part of), Nobber (part of).
	Slane, Lower (part of)	Ardagh (part of).
Monaghan	Cremorne (part of)	Aghnamullen.
	Farney	All the parishes in barony.

No. 25.—Drogheda District.

Area in square miles 449

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin	Balrothery, East	All the parishes in barony.
	Balrothery, West (part of)	Garristown, Grallagh, Holywood, Naul.
Louth	Ardee (part of)	Ardee, Cappoge, Drumcar, Dromin, Gernonstown, Kildemock, Kilsaran, Mapastown, Mosstown, Richardstown, Shantis, Smarmore, Stabannan, Stickillin.
	Drogheda	All the parishes in barony.
	Dundalk, Up. (pt. of)	Ballybarrack, Barronstown, Castletown (part of), Dunbin, Dundalk, Inishkeen (part of), Haggardstown, Haynestown, Louth (part of), Philipstown.
	Ferrard	All the parishes in these baronies.
	Louth, and detached portion	
Meath	Duleek, Lower	
	Duleek, Upper	
	Slane, Lower (pt. of)	Drumcondra, Inishmot, Killary, Loughbrackan, Mitchelstown, Siddan.
	Slane, Upper (pt. of)	Collon (part of), Dowth, Grangegeeth, Monknewtown, Slane, Tullyallen (part of).

No. 26.—Westport District.

Area in square miles 937

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Ballynahinch (pt. of)	Ballynakill.
	Ross	All the parishes in barony.
Mayo	Burrishoole	Ditto.
	Carra (part of)	Aglish, Ballintober (part of), Ballyhean, Ballyovey, Breaghwy, Burriscara, Islandeady (part of).
	Erris (part of)	Kilcommon (part of). (The portion of this parish south of the Owenmore River).†
	Murrisk	All the parishes in barony.

* The following are the Townlands in the Parish of Lurgan belonging to this District:—Aghnadrung, Ballaghanea, Burrencarragh, Burrenrea, Carrakeelty-beg, Carrakeelty-more, Cornashesk, Cornaslieve, Crannadillon, Curracloghan, Drumheel, Dunancory, Kilnagun, Lisduff, Lisgrea, Lislea, Mullaghmore, Murmod, Pollintemple, Rahardrum, Stramatt, and Virginia. The remainder of the Parish is in District 23,

† The remainder of the Parish of Kilcommon is in District 20.

No. 27.—Roscommon District.

Area in square miles 621

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Ballymoe (part of)	Ballynakill (part of), Dunamon (part of), Kilbegnet.
	Killian (part of)	Athleague (part of).
Longford	Rathcline	All the parishes in barony.
Roscommon	Athlone (part of)	Athleague (part of), Cam, Dysart, Fuerty, Killinvoy, Kilmeane, Kiltoom, Rahara, St. John's, St. Peter's, Taghboy (part of), Tisrara.
	Ballintober, North (part of)	Kilglass (part of), Termonbarry.
	Ballintober, South, Ballymoe	All the parishes in these baronies.
	Castlereagh (part of)	Ballintober, Baelick, Kilcorkey.
	Roscommon (part of)	Bumlin, Cloonfinlough, Elphin (part of),* Kilbride (part of), Kilcooley, Kilglass (part of), Killukin, Kiltrustan, Lissonuffy, Ogulla.
Westmeath	Brawny, Kilkenny, West	All the parishes in these baronies.

No. 28.—Longford District.

Area in square miles 488

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Clanmahon (part of)	Drumlumman.
	Tullyhunco	Scrabby.
Leitrim	Mohill (part of)	Annaduff (part of), Cloone (part of),† Mohill (part of).
Longford	Ardagh, Granard, Longford, Moydow, Shrule	All the parishes in these baronies.
Westmeath	Moygoish (part of)	Rathaspick, Russagh, Street (part of).

No. 29.—Trim District.

Area in square miles 516

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Meath	Deece, Lower	All the parishes in barony.
	Deece, Up. (part of)	Agher (part of), Culmullin (part of), Drumlargan, Gallow, Kilmore, Rathcore (part of).
	Kells, Upper, Lune	All the parishes in these baronies.
	Morgallion (part of)	Castletown, Clongill, Drakestown, Kilberry, Kilshine, Knock.
	Moyfenrath, Lower	All the parishes in barony.
	Moyfenrath, Upper (part of)	Castlerickard (part of), Clonard, Killyon.

* The following are the Townlands in the Parish of Elphin belonging to this District:—Attiballa, Ballymurray, Boyanagh, Cammoge, Carrowgobbadagh, Cartron, Clogher-beg, Clogher-more, Cloonculaan, Clooncunny, Cloonmahaan, Cloonroughan, Cloonybrennan, Cloonyquin, Corrabaun, Corracreigh, Drinaun, Drumman. Dunmurraghoe, Flaskagh-beg, Flaskagh-more, Foxborough, Grallagh, Killynagh-beg, Killynagh-more, Kilnanooan, Knockavurrea, Laughtcausk, Lisnagard, Lugboy, Moncylea, Raheen, Ross-beg, Ross-more East, Ross-more West, Runnaruag, Tansyfield, Toberrory, Tullintuppeen, Tullycartron, Tullyboyd. The remainder of the Parish is in District 22.

† The following are the Townlands in the Parish of Cloone belonging to this District:—Aghamore, Annaghmore, Annaghoney, Anskert, Beihy, Breanross North, Breanross South, Caltan, Clooncoe, Clooncose, Cloonee, Clooncumber, Cloonlaughill, Cloontubbrid, Corduff South, Cornageeha, Creenagh, Drumadorn, Drumbad, Drumconny, Drumgilra, Drumgownagh, Drumgrana, Drumharkin Glebe, Drumhass, Drumkirk, Drumlaggagh, Drumneen, Drumshanbo South, Edenbaun, Errew, Farnaght, Fearglass North, Fearglass South, Gortinure, Gortletteragh, Gubadorriss, Keeldra, Killyveihy, Lear, Lecknagh, Lurga, Muckanagh, Mullaghbrack, Mullynadrummon, Rinn, Ross-beg, Ross-more, Sunnaghmore, Tawnaghmore, Tooman, Trean, Tulcon, Tullyoran. The remainder of the Parish is in District 31.

No. 29.—Trim District—*continued.*

County.	Barony.	Parish.
Meath—*con.*	Navan, Lower Navan, Upper	All the parishes in these baronies.
	Ratoath (part of)	Crickstown, Culmullin (part of), Dunshaughlin, Kilbrew, Rathbeggan, Rathregan, Ratoath, Trevet (part of).
	Skreen	All the parishes in barony.
	Slane, Up. (part of)	Gernonstown, Rathkenny, Stackallen.
Westmeath	Delvin (part of)	Killua.

No. 30.—Dublin, North, District.

Area in square miles 144

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin	Balrothery, West, (part of)	Ballyboghil, Ballymadun, Clonmethan, Palmerstown, Westpalstown.
	Castleknock Coolock	All the parishes in these baronies.
	Dublin City, North*	Glasnevin (part of), Grangegorman (part of), St. George's (part of), St. Mary's, St. Michan's, St. Paul's, St. Thomas's.
	Nethercross	All the parishes in barony.
Meath	Ratoath (part of)	Cookstown, Donaghmore, Greenoge, Killegland.

No. 31.—Ballinamore District.

Area in square miles 404

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cavan	Loughtee, Lower (part of)	Tomregan (part of).
	Tullyhaw	All the parishes in barony.
	Tullyhunco (part of)	Kildallan, Killashandra.
Fermanagh Leitrim	Knockinny Carrigallen	All the parishes in these baronies.
	Drumahaire (part of)	Drumreilly (part of).
	Leitrim (part of)	Fenagh (part of), Kiltubbrid.
	Mohill (part of)	Cloone (part of),† Fenagh (part of).

No. 32.—Tuam District.

Area in square miles 858

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Ballymoe (part of)	Boyounagh (part of), Clonbern, Drumatemple (part of), Dunmore (part of), Kilcroan, Killererin (part of), Templetogher, Tuam (part of).
	Clare (part of)	Belclare, Cargin, Cummer, Donaghpatrick, Kilcoona, Kilkilvery, Killeany, Killererin (part of), Killower, Killursa, Tuam (part of).
	Dunmore	All the parishes in barony.
	Killian (part of)	Killeroran, Killian.

* The West Dublin Model Schools, situate in the Parish of St. Catherine, and the Inchicore Railway Model Schools, near the city, but in the Barony of Uppercross, are attached to this District.

† The following are the Townlands in the Parish of Cloone belonging to this District:—Adoon, Annaghmaconway, Annaghmacullen, Bellakilfyfea, Cloone, Cornagher, Cornulla, Drumboher, Drumdarkan, Drumgowla, Drumhallagh, Drumkeilvy, Drumna, Drumshanbo North, Dunavinally, Edergole, Esker, Gorteenoran, Gortalougher, Gortnarah, Halls, Lisgillock Glebe, Lissagarvan, Racullen, Sunnaghbeg, Tooma. The remainder of the Parish is in District 28.

No. 32.—Tuam District—*continued.*

County.	Barony.	Parish.
Galway—*con.*	Tiaquin (part of)	Abbeyknockmoy (part of), Boyounagh (part of), Kilkerrin, Killererin (part of), Monivea (part of), Moylough (part of).
Mayo	Clanmorris (part of)	Crossboyne, Kilcolman, Kilvine, Knock (part of), Mayo (part of), Tagheen.
	Costello (part of)	Annagh, Bekan.
	Kilmaine	All the parishes in barony.
Roscommon	Castlereagh (part of)	Kilkeevan, Kiltullagh.

No. 33.—Mullingar District.

Area in square miles 620

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
King's	Kilcoursey (part of)	Ardnurcher or Horseleap (part of), Kilcumreragh (part of), Kilmanaghan (part of).
Meath	Fore (part of)	Diamor, Killallon, Loughcrew, Moylagh.
Westmeath	Clonlonan, Corkaree	All the parishes in these baronies.
	Delvin (part of)	Castletowndelvin, Clonarney, Kilcumny, Killagh, Killucan (part of), Killuagh.
	Farbill, Fartullagh	All the parishes in these baronies.
	Fore (part of)	Faughalstown, Kilpatrick, Lickbla, Mayne, Rathgarve, St. Feighin's, St. Mary's.
	Moyashel and Maghderadernon, Moycashel	All the parishes in these baronies.
	Moygoish (part of)	Kilbrixy, Kilmacnevan, Templeoran.
	Rathconrath	All the parishes in barony.

No. 34.—Galway District.

Area in square miles 861

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Galway	Aran, Athenry	All the parishes in these baronies.
	Ballynahinch (pt. of)	Ballindoon, Moyrus, Omey.
	Clare (part of)	Abbeyknockmoy (part of), Annaghdown, Athenry (part of), Claregalway (part of), Kilmoylan, Lackagh, Monivea (part of).
	Dunkellin, Galway	All the parishes in these baronies.
	Kilconnell (part of)	Killimordaly (part of), Kiltullagh (part of), Monivea (part of).
	Loughrea (part of)	Killogilleen (part of), Isertkelly, detached.
	Moycullen	All the parishes in barony.

No. 35.—Ballinasloe District.

Area in square miles 748

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
King's	Garrycastle	Clonmacnoise.
Galway	Clonmacnowen	All the parishes in barony.
	Kilconnell (part of)	Ahascragh (part of), Aughrim (part of), Ballymacward (part of), Fohanagh (part of), Grange (part of), Kilconnell, Kilgerrill (part of), Killaan (part of), Killallaghtan (part of), Killosolan (part of).

No. 35.—Ballinasloe District—*continued.*

County.	Barony.	Parish.
Galway—*con.*	Killian (part of)	Ahascragh (part of), Ballynakill, Moylough (part of) Taghboy (part of).
	Leitrim	All the parishes in barony.
	Longford	All the parishes in the barony, except Clonfert.
	Loughrea (part of)	Ardrahan (part of), Bullaun, Grange (part of), Isertkelly (part of), Kilchreest (part of), Kilconickny (part of), Kilconierin (part of), Killaan (part of), Killeenadeema, Killinan (part of), Kilmeen (part of), Kilteskill (part of), Kilthomas (part of), Lickerrig (part of), Loughrea.
	Tiaquin (part of)	Ballymacward (part of), Clonkeen, Killimordaly (part of), Killoscobe, Killosolan (part of).
Roscommon	Athlone (part of)	Drum, Taghmaconnell.
	Moycarn	All the parishes in barony.

No. 36.—Parsonstown District.

Area in square miles 681

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
King's	Ballyboy	Ballybay.
	Ballybritt, Clonlisk, Eglish	All the parishes in these baronies.
	Garrycastle	All the parishes in the barony, except Clonmacnoise.
Tipperary	Ikerrin (part of)	Bourney, Corbally (part of), Cullenwaine (part of), Rathnaveoge, Roscrea (part of), Templemore (part of).*
	Ormond, Lower	All the parishes in barony.
	Ormond, Up. (pt. of)	Ballygibbon, Ballymackey, Kilruane (part of), Lisbunny, Nenagh (part of).
Galway	Longford	Clonfert.

No. 37.—Naas District.

Area in square miles 716

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin, Kildare	Newcastle, Carbury, Clane, Connell, Ikeathy and Oughterany, Naas, North, Naas, South	All the parishes in these baronies.
	Offaly, East	Ballymany, Ballyshannon (detached part), Cloncurry, Dunmurry, Feighcullen (part of), Grangeclare, Kildare (part of), Kilmeage (part of), Lullymore, Moone (part of), Pollardstown, Rathangan (part of), Thomastown, Tully (part of).
King's	Salt, North, Salt, South, Coolestown, Warrenstown	All the parishes in these baronies.
Meath	Dunboyne	
	Ratoath (part of)	Ballymaglassan.
	Deece, Up. (part of)	Balfeaghan, Kilclone, Moyglare, Rodanstown.
	Moyfenrath, Upper (part of)	Ballyboggan, Castlejordan (part of).
Wicklow	Talbotstown, Lower (part of)	Blessington, Boystown, Burgage, Kilbride.

* The following are the Townlands in the Parish of Templemore belonging to this District:—Clontaaffe, Curraduff, Graiguebeg, Graiguedarg, Killough. The remainder of the Parish is in District 43.

No. 38.—Dublin, South, District.

Area in square miles 85

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin	Dublin City, South	St. Andrew's, St. Anne's, St. Audoen's, St. Bridget's, St. Catherine's (part of),* St. James's (part of), St. John's, St. Luke's, St. Mark's (part of), St. Michael's, St. Nicholas' Within, St. Nicholas' Without (part of), St. Peter's (part of), St. Werburgh's, Liberties of Christ's Church, Liberties of St. Patrick's.
	Dublin	All the parishes in barony.
	Rathdown (part of)	Booterstown (part of), Donnybrook (part of), Kilmacud, Rathfarnham (part of), Stillorgan, Taney (part of), Whitechurch.
	Uppercross†	All the parishes in barony.

No. 39.—Tullow District.

Area in square miles 498

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Carlow	Carlow (part of)	Grangeford, Kellistown (part of), Killerrig (part of),‡ Nurney (part of), Tullowmagimma (part of), Urglin.
	Forth	All the parishes in barony.
	Idrone, East (part of)	Ballyellin (part of), Clonygoose, Dunleckny, Fennagh (part of), Kiltennell, Lorum, Myshall (part of), Sliguff, Ullard (part of).
	St. Mullin's, Lower St. Mullin's, Upper Rathvilly	All the parishes in these baronies.
Kilkenny	Gowran (part of)	Graiguenamanagh (part of).§
Wexford	Scarawalsh (part of)	Ballycarney, Carnew (part of), Ferns (part of), Kilcomb, Kilrush, Moyacomb (part of), St. Mary's, Newtownbarry.
Wicklow	Ballinacor, South (part of)	Hacketstown (part of), Kilcommon, Kiltegan (part of).
	Shillelagh	All the parishes in barony.
	Talbotstown, Lower (part of)	Donard, Hollywood.
	Talbotstown, Upper (part of)	Donaghmore, Kilranelagh, Kiltegan (part of).

No. 40.—Wicklow District.

Area in square miles 650

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Dublin	Rathdown (part of)	Dalkey, Kilgobbin, Kill, Killiney, Kiltiernan, Monkstown (part of), Oldconnaught, Rathmichael, Tully.
Wexford	Ballaghkeen (part of)	Ardamine, Donaghmore (part of), Kilcavan (part of), Killenagh, Kilmakilloge (part of), Kiltennell, Kiltrisk (part of).
	Gorey	All the parishes in barony.
	Scarawalsh (part of)	Kilbride, Toome (part of).
Wicklow	Arklow Ballinacor, North	All the parishes in these baronies.
	Ballinacor, South (part of)	Ballinacor, Ballykine, Crosspatrick (part of), Kilpipe (part of), Knockrath (part of), Moyne, Preban.
	Newcastle Rathdown	All the parishes in these baronies.

* The West Dublin Model Schools in this Parish are attached to District 30.

† The Inchicore Railway Model Schools in this Barony are attached to District 30.

‡ The following are the Townlands in the Parish of Killerrig belonging to this District:—Ballybannon and Cloghristick. The remainder of the Parish is in District 44.

§ The following Townlands in the Parish of Graiguenamanagh belong to this District:—Brandondale and Graiguenamanagh. The remainder of the Parish is in District 47.

No. 41.—Mountmellick District.

Area in square miles 705

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
King's	Ballyboy	Killoughy.
	Ballycowan, Geashill	All the parishes in these baronies.
	Kilcoursey (part of)	Kilbride.
	Philipstown, Lower, Philipstown, Upper	All the parishes in these baronies.
Queen's	Clandonagh (part of)	Aghaboe (part of), Kyle, Skirk.
	Clarmallagh	All the parishes in barony.
	Cullenagh (part of)	Abbeyleix (part of), Ballyroan, Clonenagh and Clonagheen (part of), Kilcolmanbane (part of), Kilcolmanbrack.
	Maryborough, East, Maryborough, West, Portnahinch, Tinnahinch, Upperwoods	All the parishes in these baronies.

No. 42—Gort District.

Area in square miles 567

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare	Burren, Corcomroe	All the parishes in these baronies.
	Inchiquin (part of)	Kilkeedy, Killinaboy.
	Tulla, Lower (part of)	Killaloe, Killuran, Ogonnelloe.
	Tulla, Upper	All the parishes in these baronies.
Galway	Kiltartan	

No. 43.—Thurles District.

Area in square miles 606

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny	Crannagh (part of)	Clomantagh, Fertagh (part of), Garranamanagh, Kilcooly (part of), Killahy, Tubbridbritain.
	Galmoy (part of)	Balleen, Borrismore, Coolcashin, Erke (part of), Fertagh (part of), Glashare (part of), Rathlogan, Sheffin (part of), Urlingford.
Queen's	Clandonagh (part of)	Bordwell (part of), Coolkerry (part of), Donaghmore, Erke (part of), Rathdowney (part of), Rathsaran.
Tipperary	Eliogarty	All the parishes in barony.
	Ikerrin (part of)	Barnaneely, Borrisnafarney (part of), Killavinoge, Killea, Killoskehan, Templemore (part of), Templeree, Templetuohy (part of).
	Kilnamanagh, Upper (part of)	Ballycahill (part of), Glenkeen, Moyaliff, Templebeg Upperchurch.
	Kilnamanagh, Lower (part of)	Clogher, Rathkennan.
	Middlethird (part of)	Ardmayle, Ballysheehan, Erry, Gaile, Graystown (part of), Holycross (part of).
	Ormond, Up. (pt. of)	Aghnameadle, Ballynaclogh, Dolla, Kilkeary, Kilmore, Kilnaneave, Latteragh, Templederry, Templedowney.
	Slievardagh (part of)	Ballingarry, Buolick, Crohane, Fennor, Graystown (part of), Kilcooly (part of), Killenaule, Lickfinn, Lismalin, Modeshil, Mowney, St. John Baptist (part of).

No. 44.—Athy District.

Area in square miles 559

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Carlow	Carlow (part of)	Ballinacarrig, Ballycrogue, Carlow, Clonmelsh, Cloydagh (part of), Killerrig (part of),* Painestown (part of).
	Idrone, East (part of)	Agha, Killinane (part of), Nurney (part of).
	Idrone, West	All the parishes in these baronies.
	Kilcullen	
	Kilkea and Moone	
	Narragh and Reban, East	
	Ditto, West	
	Offaly, East	Ballysax, Ballyshannon (part of), Carn.
	Offaly, West	All the parishes in barony.
Kilkenny	Fassadinin (part of)	Abbeyleix (part of), Attanagh (part of), Castlecomer (part of),† Kilmenan, Rathaspick (part of), Rosconnell (part of).
Queen's	Cullenagh (part of)	Abbeyleix (detached portion), Dysartgallen, Fossy or Timahoe (part of), Rosconnell (part of).
	Ballyadams	All the parishes in these baronies.
	Slievemargy	
	Stradbally	
Wicklow	Talbotstown, Lower (part of)	Crehelp, Dunlavin (part of), Tober.
	Talbotstown, Upper (part of)	Ballynure, Baltinglass, Dunlavin (part of), Freynestown, Rathbran, Rathsallagh, Rathcoole.

No. 45.—Ennis District.

Area in square miles 611

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare	Bunratty, Lr. (part of)	Bunratty, Clonloghan, Drumline, Kilconry, Kilmaleery, Kilnasoolagh, Tomfinlough.
	Bunratty, Upper	All the parishes in these baronies.
	Clonderalaw	
	Ibrickan	
	Inchiquin (part of)	Dysert, Inagh, Kilnamona, Rath, Ruan.
	Islands	All the parishes in these baronies.
	Moyarta	

No. 46.—Tipperary District.

Area in square miles 651

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Orrery and Kilmore	Aglishdrinagh, Ballyhay (part of), Cooliney, Corcomohide (part of), Hackmys (part of), Imphrick (part of), Rathgoggan (part of), Shandrum.
Limerick	Clanwilliam (part of)	Abington (part of),‡ Aglishcormick (part of), Ballybrood, Caherconlish, Caherelly, Dromkeen, Grean (part of), Inch St. Lawrence, Rathjordan.
	Coonagh	All the parishes in these baronies.
	Coshlea	
	Coshma (part of)	Effin (part of), Hackmys (part of), Kilbreedy, Minor.

* The following are the Townlands in the Parish of Killerrig belonging to this District:—Ardnehue, Burtonhall Demesne, Busherstown, Friarstown, Greenane, Grangewat, Killamaster, Killerrig, Kneestown, Moorestown, Rainestown, Russellstown. The remainder of the Parish is in District 39.

† The following are the Townlands in the Parish of Castlecomer belonging to this District:—Aghatubbrid or Chatsworth, Ballylinnen, Clogh, Cloneen, Coolbaun, Coolnaleen, Crogintenclogh, Crutt, Gorteen, Loan, Moneenroe, Moyhora, Skehana. The remainder of the Parish is in District 47.

‡ The detached part of Abington Parish in the Barony of Clanwilliam (being the Townland of Eyon), belongs to this District.

No. 46.—Tipperary District—*continued.*

County.	Barony.	Parish.
Limerick—*con.*	Kilmallock (Liberties of) . . .	All the parishes.
	Owneybeg (part of)	Doon (part of), Tuogh.
	Small County (pt. of)	Athneasy (part of), Ballinard, Ballinlough, Ballynamona, Cahercorney, Hospital, Kilbreedy, Major (part of), Kilcullane, Kilfrush, Kilteely (part of), Knockanny, Uregare (part of).
Tipperary .	Clanwilliam . .	All the parishes in barony.
	Kilnamanagh, Upper (part of) . .	Doon (part of), Toem (part of).
	Kilnamanagh, Lower (part of) . .	Aghacrew, Ballintemple, Clonoulty (part of), Donohill (part of), Kilmore, Kilpatrick, Oughterleague (part of).
	Middlethird (part of)	Boytonrath, Brickendown, Dangandargan (part of), Dogstown, Horeabbey, Killeenasteena, Relickmurry and Athassel (part of), St. John Baptist (part of), St. Patrick's Rock.

No. 47.—Kilkenny District.

Area in square miles 443

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny . .	Callan (Liberties of)	All the parishes.
	Crannagh (part of)	Ballinamara, Ballycallan, Ballylarkin, Clashacrow, Coolcraheen (part of), Freshford, Killaloe (part of), Kilmanagh, Odagh (part of), Sheffin (part of), St. Canice (part of), Tullaghanbrogue (part of), Tullaroan.
	Fassadinin (part of)	Castlecomer (part of),* Coolcraheen (part of), Donaghmore, Dunmore, Dysart, Grangemaccomb, Kilmacar, Kilmademoge, Kilmadum (part of), Mayne, Mothell (part of), Muckalee, Oddagh (part of), Rathbeagh (part of).
	Galmoy (part of) .	Aharney (part of), Durrow (part of), Rathbeagh (part of).
	Gowran (part of) .	All the barony, except the Townlands of Graiguenamanagh and Brandondale, in the parish of Graiguenamanagh, allocated to District 39.
	Kells (part of) .	Ballytobin, Coolaghmore, Dunnamaggan (part of), Kells (part of), Kilmaganny, Kilree, Mallardstown, Stonecarthy (part of).
	Knocktopher (part of)	Dunnamaggan (part of), Ennisnag (part of), Jerpointchurch (part of),† Knocktopher, Stonecarthy (part of).
	Kilkenny, Municipal Borough of . . Shillelogher . .	All the parishes in these baronies.

No. 48.—Youghal District.

Area in square miles 582

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork . .	Barrymore (part of)	Ballyspillane, Clonmult (part of), Dungourney (part of) Inchinabacky.
	Imokilly (part of) .	Ardagh, Ballintemple, Ballyoughtera, Bohillane, Clonmult (part of), Clonpriest, Cloyne, Dangandonovan, Dungourney (part of), Garryvoe, Ightermurragh, Inch (part of),‡ Kilcredan, Killeagh, Kilmacdonogh, Kilmahon, Mogeely, Youghal.

* The following Townlands in the Parish of Castlecomer, belong to this District:—Aghamucky, Ardra, Castlecomer, Donaguile, Drumgoole, Firoda Upper, Glebe, Glenmagoo or Firoda Lower, Kiltown. The remainder of the Parish is in District 44.

† The detached part of this Parish, comprising the Townlands of Cappagh, Coolrocbeg, and Kilvinoge, belongs to District 49.

‡ The detached parts of the Parish of Inch, consisting of the Townlands of Ballyfin, Ballymacandrick, Carrigacrump, Carriglasky, Castlemary, Lissanly, Tullagh, belong to this District. The remainder of the Parish is in District 60.

No. 48.—Youghal District—*continued.*

County.	Barony.	Parish.
Cork—*con.*	Kinnatalloon	All the parishes in these baronies.
Waterford	Coshmore and Coshbride	
	Decies within Drum	
	Decies without Drum (part of)	Affane, Ballylaneen, Clonea, Colligan, Dungarvan, Kilgobnet, Kilmolash (part of), Kilrossanty, Kilrush, Lickoran, Modelligo, Seskinan, Stradbally, Whitechurch.

No. 49.—Waterford District.

Area in square miles 435

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny	Ida	All the parishes in barony.
	Iverk (part of)	Aglish, Arderra, Ballytarsney, Clonmore, Kilmacow, Muckalee (part of), Portnascully, Pollrone, Rathkieran, Tubbrid, Ullid.
	Knocktopher (part of)	Aghaviller, Derrynahinch, Fiddown (part of), Jerpointchurch (part of), Jerpointwest (part of), Kilbeacon, Kilkeasy, Killahy, Lismateige, Listerlin (part of), Muckalee (part of), Rossinan (part of).
Waterford	Decies without Drum (part of)	Fews, Kilbarrymeaden, Monksland, Newcastle (part of), Rossmire (part of).
	Gaultiere	All the parishes in these baronies.
	Middlethird	
	Upperthird (part of)	Clonagam, Fenoagh, Guilcagh, Kilmeadan (part of), Rossmire (part of).
	Waterford, Municipal Borough of	All the parishes.
Wexford	Shelburne	All the parishes in barony.

No. 50.—Enniscorthy District.

Area in square miles 556

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Wexford	Ballaghkeen (part of)	Ballyhuskard, Ballynaslaney (part of), Ballyvaldon, Ballyvalloo, Castle-ellis, Edermine, Kilcormick (part of), Killila, Killincooly and detached portions, Killisk, Kilmallock, Kilmuckridge, Kilnamanagh, Meelnagh, Monamolin (part of), St. Margaret's (part of), St. Nicholas', Skreen (part of), Templeshannon (part of).
	Bantry	All the parishes in these baronies.
	Bargy	
	Forth	
	Scarawalsh (part of)	Clone, Monart, St. Mary's, Enniscorthy, Templeshanbo, Templeshannon (part of).
	Shelmaliere, East	All the parishes in these baronies.
	Shelmaliere, West	

No. 51.—Limerick District.

Area in square miles 462

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Clare	Bunratty, Lr. (pt. of)	Feenagh, Kilfinaghta, Kiltinfinan and Islands, Killeely (part of), Kilmurry, St. Munchin's (part of), St. Patrick's (part of).
	Tulla, Lower (part of)	Clonlea, Killokennedy, Kilseily, Kiltenanlea, O'Brien's-bridge.

No. 51.—Limerick District—*continued.*

County.	Barony.	Parish.
Limerick . .	Clanwilliam (part of)	Abington (part of),* Caheravally, Cahernarry, Carrigparson, Clonkeen, Derrygalvin, Donaghmore, Fedamore (part of), Killeenagarriff, Kilmurry, Ludden, Rochestown, St. John's (part of), St. Lawrence's (part of), St. Nicholas' (part of), St. Patrick's (part of), Stradbally.
	Coshma (part of) .	Adare (part of), Anhid, Croom (part of), Drehidtarsna (part of), Dysert, Killeenoghty (part of), Killonahan (part of), Monasteranenagh (part of), Tullabracky (part of).
	Limerick, Municipal Borough of . .	All the parishes.
	Owneybeg (part of) .	Abington (part of).
	Pubblebrien . .	All the parishes in barony.
	Small County (pt. of)	Ballycahane (part of), Fedamore (part of), Glenogra, Kilpeacon (part of), Monasteranenagh (part of), Tullabracky (part of).
Tipperary . .	Owney and Arra .	All the parishes in barony.

No. 52.—Newcastle District.

Area in square miles 707

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork . .	Duhallow (part of) .	Clonfert (part of),† Knocktemple, Tullylease (part of).
	Orrery and Kilmore (part of) . .	Kilbolane (part of), Tullylease (part of).
Kerry . .	Iraghticonnor (pt. of)	Aghavallen, Kilnaughtin, Knockanure, Murher.
Limerick . .	Connello, Lower . } Connello, Upper . }	All the parishes in these baronies.
	Coshma (part of) .	Athlacca, Bruff, Bruree (part of), Dromin, Tankardstown, Uregare (part of).
	Glenquin . . . } Kenry . . . } Shanid . . . }	All the parishes in these baronies.

No. 53.—Clonmel District.

Area in square miles 590

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kilkenny . .	Iverk (part of) .	Fiddown (part of), Owning, Tibberaghny, Whitechurch.
	Kells (part of) .	Killamery, Tullahought.
Tipperary . .	Iffa and Offa, East . } Iffa and Offa, West . }	All the parishes in these baronies.
	Middlethird (part of)	Baptistgrange, Barretsgrange, Cloneen (part of), Colman Cooleagh, Coolmundry, Donaghmore (part of), Drangan, Fethard, Kilbragh, Kilconnell, Kiltinan, Knockgraffon, Magorban, Magowry, Mora, Outeragh, Peppardstown, Railstown, Rathcool, Redcity, St. Johnstown, Tullamain.

* All the Parish except the detached Townland of Eyon, in District 46.

† The following Townlands in the Parish of Clonfert belong to this District:—Carrigcastle, Clashroe, Commons North, Commons South, Cummerduff, Cummeryconnell North, Cummeryconnell South, Foiladaun, Glasheenanargid, Glenacarney, Glennakeel North, Glennakeel South, Glennakeel West, Glennaknockkane, Glennamucklagh East, Glennamucklagh West, Glentanemacelligot, Gooseberry Hill, Gortnascregga, Inchantotane, Kilknockane, Knockacluggin, Knockacummer, Knockahorrea East, Knockahorrea West, Knockatooan, Knockduff Lower, Knockduff Upper, Knockilly, Knockskehy, Knockskavane, Lyraneag, Meennaraheeny, Meeneeshal, Meengorman, Meenkeeragh, Meenroe, Meens, Meentinny East, Meentinny West, Milleenboy, Milleenduff, Park, Reanahoun, Rockhill East, Rockhill West, Rowls Aldworth, Rowls Allen, Rowls Daunt, Rowls Langford North, Rowls Langford South, Rowls Noonan, Rowls Shaddock, Taur-beg, Taur-more, Toorard, Tooreennagrena, Tooreennaguppoge, Tooreennamire, Tooreendermot, Tooreendonnell, Tooreenmacauliffe. The remainder of the Parish is in District 55.

No. 53.—Clonmel District—*continued.*

County.	Barony.	Parish.
Tipperary—*con.*	Slievardagh (part of)	Cloneen (part of), Garrangibbon (part of), Grangemockler, Isertkieran, Kilvenmon, Newtownlennan (part of), Templemichael.
Waterford	Glenahiry	All the parishes in barony.
	Upperthird (part of)	Dysert, Killaloan (part of), Kilmoleran, Kilsheelan (part of), Mothel, Rathgormuck, St. Mary's, Clonmel (part of).

No. 54.—Tralee District.

Area in square miles 735

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kerry	Clanmaurice Corkaguiny	All the parishes in these baronies.
	Iraghticonnor (pt. of)	Ballyconry, Duagh (part of), Dysert (part of), Galey, Kilconly, Killehenny, Lisselton, Listowel (part of), Rattoo (part of).
	Trughanacmy (pt. of)	Annagh (part of), Ardfert (part of), Ballincuslane, Ballymacelligott, Ballynahaglish, Ballyseedy, Brosna, Castleisland, Clogherbrien, Currans (part of), Dysert, Fenit, Killeentierna, Nohaval, O'Brennan, Ratass, Tralee.

No. 55.—Macroom District.

Area in square miles 643

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Duhallow (part of)	Clonfert (part of),* Clonmeen, Cullen, Drishane (part of) Dromtarriffe, Kilcorcoran, Kilmeen, Nohavaldaly (part of).
	Muskerry, East (part of)	Aglish, Athnowen, Canaway, Desertmore, Donaghmore (part of), Inishcarra, Kilbonane, Kilmurry (part of), Knockavilly (part of), Magourney, Matehy, Moviddy, St. Finbar's (part of), Aghabulloge, Aghinagh.
	Muskerry, West	All the parishes in barony.

No. 56.—Mallow District.

Area in square miles 630

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Barretts	All the parishes in barony.
	Barrymore (part of)	Ardnageehy, Britway (part of), Castlelyons (part of), Coole, Dunbulloge (part of), Gortroe, Kilshanahan, Knockmourne (part of), Rathcormack, Templebodan, Whitechurch (part of).
	Condons and Clangibbon	All the parishes in barony.
	Duhallow (part of)	Batlyclogh (part of), Castlemagner, Churchtown (part of), Kilbrin, Kilroe, Kilshannig, Mallow (part of), Roskeen, Subulter.

* The following Townlands in the Parish of Clonfert belong to this District:—Ballyduane East, Ballyduane West, Ballyduane South, Barleyhill, Barnacurra, Blueford, Castlemacauliffe, Clonfert, Cloontycommade, Coolacoosane, Coolagh, Coolykereen, Curraduff, Curragh, Demesne, Duarrigle, Gardeen, Garraunawarrig Lower, Garraunawarrig Upper, Glenlara, Gortnockaneroe, Gortnaglogh, Greenfield, Grillough, Island, Kanturk, Killowen, Knockawillin, Knockfadda, Knoppoge, Lisdangan, Lismeelcunnin, Lismire, Liscongill, Longacre, Meelaherragh, Meenatarriff, Mountkeelie, Newmarket, Rathrauna, Rossacon, Rossline, Scarteen Lower, Scarteen Upper. The remainder of the Parish is in District 52.

No. 56.—Mallow District—*continued.*

County.	Barony.	Parish.
Cork—*con.*	Fermoy	All the parishes in barony.
	Orrery and Kilmore (part of)	Ballyclogh (part of), Bregoge, Buttevant, Churchtown (part of), Dromdowney, Kilbroney, Kilgrogan, Kilmaclenine, Lackeen, Liscarroll.

No. 57.—Killarney District.

Area in square miles 926

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Kerry	Dunkerron, North Dunkerron, South	All the parishes in these baronies.
	Glanarought (part of)	Kenmare, Kilgarvan.
	Iveragh Magunihy	All the parishes in these baronies.
	Trughanacmy (pt. of)	Kilcolman (part of), Kilgarrylander, Killorglin (part of), Kiltallagh.

No. 58.—Bantry District.

Area in square miles, ... 523

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Bantry Bear	All the parishes in these baronies.
	Carbery, West (East Division)	Aghadown, Clear Island, Creagh (part of, including Ringarogy Island), Tullagh.
	Carbery, West (West Division)	All the parishes in barony.
Kerry	Glanarought (part of)	Kilcaskan (part of), Tuosist.

No. 59.—Dunmanway District.

Area in square miles 472

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Carbery, East (East Division) Carbery, East (West Division)	All the parishes in these baronies.
	Carbery, West (East Division, part of)	Abbeystrowry, Caheragh (part of), Castlehaven, Creagh (detached part*), Drinagh (part of), Dromdaleague, Kilmacabea (part of), Myross.
	Ibane and Barrymore Kinalmeaky	All the parishes in these baronies.

No. 60.—Cork District.

Area in square miles 367

Baronies, or parts of Baronies, with the Parishes, in District.

County.	Barony.	Parish.
Cork	Barrymore (part of)	Ballycurrany, Ballydeloher, Caherlag, Carrigtohill, Clonmel, Killaspugmullane, Kilquane, Lisgoold, Little Island, Mogeesha (part of), St. Michael's (part of), Templenacarriga, Templerobin, Templeusque.

* This portion contains the Townlands of Gortnaclohy and Smorane.

No. 60.—Cork District—*continued.*

County.	Barony.	Parish.
Cork—*con.*	Cork Cork (Mun. Bor. of) Courceys	All the parishes in these baronies.
	Imokilly (part of)	Aghada, Corkbeg, Garranekinnefeake, Inch (except detached portions in District 48), Middleton, Mogeesha (part of), Rostellan, Titeskin, Trabolgan.
	Kerrycurrihy Kinalea Kinsale	All the parishes in these baronies.
	Muskerry East (pt. of)	Ballinaboy (part of), Carrigrohane (part of), Carrigrohanebeg, Corbally, Dunderrow (part of), Garrycloyne (part of), Grenagh (part of), Inishkenny (part of), Kilnaglory (part of), St. Nicholas (part of).

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APPENDIX Q.

Lists of Inspectors of National Schools.

Head Inspectors, on 31st December, 1863.

Name and Address.	Districts in Charge.
James Patten, Esq., LL.D., T.C.D., M.R.I.A., Streamville, Lisburn,	4, 5, 8, 9, 10, 15, 16, 17, 18, 19.
Timothy Sheahan, Esq., A.M., T.C.D., Merrion,	21, 22, 26, 27, 28, 37, 38, 40, 41, 44.
William A. Hunter, Esq., Kilkenny,	23, 24, 25, 29, 30, 31, 32, 33, 34, 45.
John E. Sheridan, Esq., Cork,	48, 51, 52, 54, 55, 56, 57, 58, 59, 60.
J. G. Fleming, Esq., Buncranagh,	1, 2, 3, 6, 7, 11, 12, 13, 14, 20.
James Patterson, Esq., Waterford,	35, 36, 39, 42, 43, 46, 47, 49, 50, 53.

District Inspectors, on 31st December, 1863.

No. of District.	Name of District.	Inspector in Charge.	No. of District.	Name of District.	Inspector in Charge.
1	Letterkenny,	Hickey, M.	31	Ballinamore,	Kealy, James.
2	Londonderry,	Porter, D. C.	32	Tuam,	M'Sweeny, John.
3	Coleraine,	M'Ilroy, Thomas.	33	Mullingar,	D'Arcy, H. L.
4	Ballymena,	Gillie, James.	34	Galway,	Wilson, Daniel M.
5	Antrim,	Irvine, Robert.	35	Loughrea,	Simpson, A. J.
6	Strabane,	Vacant.	36	Parsonstown,	FitzGerald, M.
7	Maghera,	MacDonnell, J.	37	Naas,	MacSheehy, Brian.
8	Belfast, North,	Nesbitt, Robert.	38	Dublin, South,	MacDermott, Wm.
9	Belfast, South,	Molloy, W. R.	39	Tullow,	Mitchell, R. J.
10	Newtownards,	Osborne, A. T.	40	Wicklow,	Mahony, C.
11	Donegal,	Currie, R. S.	41	Portarlington,	Graham, C.
12	Sligo,	Kennedy, W.	42	Gort,	Cowley, A. S.
13	Enniskillen,	Brown, James.	43	Thurles,	Lawler, M.
14	Omagh,	Adair, S	44	Athy,	Coyle, M.
15	Dungannon,	O'Neill, G. F.	45	Ennis,	O'Galligan, G. R.
16	Armagh,	Brown, Samuel.	46	Tipperary,	Potterton, R.
17	Downpatrick,	Vacant.	47	Kilkenny,	Harkin, L.
18	Monaghan,	Dowling, John.	48	Youghal,	FitzGerald, J. G.
19	Newry,	Morell, James.	49	Waterford,	Eardley, F.
20	Ballina,	Healy, W.	50	Enniscorthy,	Dugan, C. W.
21	Swineford,	Vacant.	51	Limerick,	O'Callaghan, Andw.
22	Boyle,	Rogers, John W.	52	Newcastle,	Robinson, Robert.
23	Cavan,	MacCreanor, Edw.	53	Clonmel,	Lane, J. C.
24	Bailieboro',	Hole, William.	54	Tralee,	O'Driscoll, D. F.
25	Drogheda,	Molloy, John.	55	Macroom,	Strong, T. K.
26	Westport,	Seymour, M. S.	56	Mallow,	MacLochlin, J.
27	Roscommon,	O'Hara, T.	57	Killarney,	Macnamara, Thad.
28	Longford,	Bradford, J.	58	Bantry,	Rodgers, H. W. M.
29	Trim,	Conwell, Eugene A.	59	Dunmanway,	O'Connell, P.
30	Dublin, North,	O'Carroll, F. F.	60	Cork,	Sheehy, Edward.

Inspectors of Agricultural Schools.

Thomas Kirkpatrick, Esq., M.D., Inspector.
M. Brogan, Esq., Sub-Inspector.

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